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ABSTRACT

In November, 1982, the pedagogical faculty of the Charles University, Prague, Czechoslovakia organized a seminar called "Soviet Peace Policy and the Training of Teachers for Peace and International Understanding." At the seminar, all departments of the faculty demonstrated how UNESCO recommendations on education for international understanding, cooperation and peace, and for education concerning human rights and basic freedoms are implemented across the curriculum, including Departments of Preschool and Elementary Pedagogics, the Study Center of the Institute of Marxism-Leninism for Students Majoring in Civics, Department of Pedagogics for Students Majoring in General Education, Department of Special Pedagogics, and Departments of Human Biology and School Health Care, Czech Language and Literature, Russian and Non-Slavonic Languages, Mathematics, Chemistry, Work Education and Instruction Technology, Musical Education, Visual Art Education, Physical Training, Languages, and the Section for Language and Social Science Training of Experts of the Department of Russian and Non-Slavonic Languages. The papers and proceedings from this conference together with a selected bibliography constitute the contribution of the university faculty to the World Assembly for Peace and Life against Nuclear War. The bibliography contains an analysis of almost all Czech textbooks now in use and an annotated bibliography of books and periodicals published between 1972 and 1983 which are in some way related to peace education. (RH)

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EDUCATION FOR PEACE

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TEACHERS AND EDUCATION FOR PEACE

Introduction

The defence of peace throughout the world is the most important task of contemporary politics and thus also education for peace has become an important educational task. The documents of the World Assembly for Peace and Life, Against Nuclear War, which was held in Prague in June 1983 and especially the resolution of the Interest Group on Education have been included among the main tasks of teaching and education at all levels of schools in Czechoslovakia.

This resolution recommends the maximum use of all United Nations and UNESCO materials in education for peace. Among these basic materials is the document called **Recommendations for Education for International Understanding, Cooperation and Peace and for Education Concerning Human Rights and Basic Freedoms**, which was accepted by the General Conference of the United Nations Education, Scientific and Cultural Organization (UNESCO) at its 18th assembly held in Paris 10 years ago, in November 1974.

This document concerns all levels and forms of education and contains a number of demands, incentives and suggestions. The VIIth chapter of the Recommendations is devoted to the **training of teachers for their role in carrying out educational aims and their responsibility for education for peace, disarmaments and international cooperation.**

Teachers are especially aware of the fact that only in peace and for peace can they successfully educate new generations and they have therefore accepted with gratitude these UNESCO Recommendations. Who else could care more about the future of new generations then those who educate these generations and teach them and who also have the greatest responsibility for their teaching and education and hence an important share of responsibility before their own nation and before all of mankind.

Institutions of higher learning which train teachers for all levels and types of schools have an exceptional responsibility for the quality of future teachers and through their influence also for the quality of future generations. All teaching specializations have been reconsidering the content and methods used by individual teaching subjects to effectively implement the education of youth towards international understanding and cooperation, for peace and against nuclear war, in the spirit of the above cited UNESCO Recommendation.

The World Congress on Education for Disarmament, which was held in Paris in 1980, again stressed the importance of these documents; preparatory deliberations for this Congress were held at the Charles University in Prague.

The Charles University, which has a long tradition of participation in the peace movement and which in recent times has developed extraordinary iniciatives, was also entrusted with preparing the meeting of the Interest Group on Education at the World Assembly held in Prague in 1983. In this context we can cite for instance the Message of the Charles University sent to all European universities and institutions of higher learning in February 1972, i.e. already three years before the Conference on European Security and Cooperation in Helsinki. The timely nature of this message was reiterated by the Charles University again in October 1983, when at a time of increasing international tension it again turned to all European universities with a call for cooperation in the solution of the most important problem of the present: what to do for the renewal of an atmosphere of trust, understanding and cooperation, what to do to prevent the further acceleration of the arms race. Thus the selection of Prague as the site of the World Assembly for Peace and Life, Against Nuclear War was no radom occurance, as was the selection of the Charles University to prepare the Interest Group on Education at the Assembly.

Czechoslovakia is among the founding members of UNESCO and together with the other socialist countries, headed by the Soviet Union, it has developed within its framework the extension of mutual

knowledge and cooperation among nations in the area of education, science and culture. The contribution of the Charles University to co-operation with UNESCO is very important.

In May 1982 the Charles University prepared an exhibition of UNESCO literature and periodicals and within its framework also an assembly of the Charles University academic community where participants had the opportunity to become acquainted with the contribution of Czechoslovakia and specifically the Charles University to carrying out the UNESCO program and its plan of activities for the period until 1989. In June 1982, at the occasion of the 40th anniversary of the extermination of the town of Lidice by Hitlerite fascists, a scientific seminar was held at the Carolinum Hall, which documented the contribution of the Charles University to education for peace and disarmaments. One of the main papers presented to this seminar specifically concerned the problem of education for peace in teacher training.

The Pedagogical Faculty of the Charles University organized in November 1982 a scientific seminar called Soviet Peace Policy and the Training of Teachers for Peace and International Understanding, at which all departments of the Faculty demonstrated, on the basis of examples, how the UNESCO Recommendations are practically implemented in various teaching subjects. The papers and proceedings from this conference, called Education for Peace in the University Training of Teachers, together with a selected bibliography called Education for Peace, which contained first an analysis of almost all textbooks now in use and in the second part an annotated bibliography of books and periodicals for the period 1972–1983 on this subject, represented the contribution of the Pedagogical Faculty of the Charles University to the World Assembly for Peace and Life, Against Nuclear War. On the basis of the initiative of UNESCO and the Ministry of Education of the Czech Socialist Republic, the Pedagogical Faculty in Plzeň undertook in the school year 1981–1982, the experimental teaching of a special course called Education for Peace and International Cooperation. The purpose of the course was to increase the amount of information available to students concerning

some of the most important problems of the present whose solution is linked to the future and existence of mankind and also to train students, from a methodological point of view, for the effective implementation of the ideas of peaceful coexistence in practical teaching. In spite of the fact that many of the participants at the World Assembly called for the introduction of such a special course or even the introduction of such a special teaching subject into the curriculum at all levels of school, at the conclusion of the Interest Group on Education the recommendation was adopted that education for peace should be implemented according to existing conditions in all schools, in all teaching subjects and in all teaching syllabi.

The UNESCO Recommendations stress the **unity of teaching and education** and make specific the meaning of some terms. The word „education" includes the whole process of social life and the means by which individuals and social groups learn to consciously develop their personal abilities, which allow the individual to critically comprehend problems, to make it possible for him to understand and explain facts, opinions and thoughts and to make value assessments and decisions based on a rational analysis of the relevant facts. Teachers in cooperation with pupils, their parents and the relevant organizations should use methods which appeal to the creative imagination of children and youth, they should support their socio–political practical work, they should provide youth with the opportunity to be active and to work in local public institutions, as well as in national and international institutions, so that young people can become acquainted with methods of solving the basic problems of mankind. Education should include a critical analysis of historical and contemporary economic and political factors, the causes of existing contradictions and tension among nations, as well as methods of overcoming and solving those contradictions which have become a barrier to understanding, international cooperation and the development of world peace.

Education should stress the true interests of nations and their incompatibility with the interests of monopoly groups which have economic and political power, exploit and incite to war.

The Recommendation also stress the need to provide education which enables each person to understand and accept his or her responsibility for maintaining peace. It is important for teachers to keep in mind that education for peace depends on the degree to which this reponsibility is accepted by each individual.

Education towards responsibility cannot be overlooked in any educational or teaching component. Education towards responsibility requires consistency and should be implemented in the carrying out of every–day tasks, through problems and their solution, by overcoming difficulties. The responsibility of pupils and students is enhanced by the experiences gained in educational practical work and in socially beneficial activities, in the activities of student scientific and specialized groups, in leisure–time art activities and in work in the Socialist Union of Youth and its Young Pioneer Organization, in other words in all activities where young people are able to use what they have learnt, where they can demonstrate their opinions, verify their skills, perseverance, will power and ability to make an impact upon other people, where young people become aware of their role and responsibility for their own lives, for peace and for the whole future of mankind.

In the whole system of education for peace it is especially important that teachers be aware of the seriousness of the present international political situation, that they understand it and be capable of explaining it in an adequate manner to others. They must know that the existing situation in a world divided by the class struggle can be solved only in two ways. Either through a world war or by persuing a policy of peaceful coexistence between countries with different social systems. Teachers must be convinced that the existing experience of mankind based on past wars and especially the horrors and sufferings of World War II, as well as the present tense international situation, confirm that the only humanitarian outlook for the development of mankind is a consistent and practically implemented policy of peaceful coexistence.

Active work for peace is a basic characteristic of Czechoslovak policy, as well as that of the other socialist countries headed by the

Soviet Union. It is therefore reflected in all educational aims which have been expressed in a generalized manner in the Document on the Further Development of the Czechoslovak Educational and Teaching System in 1976 and which have been made specific in the tasks assigned to various levels and types of schools, in the teaching syllabi of various teaching subjects and in plans of communist education. In this spirit also our textbooks, as well as other teaching media have been created. And it is also in this spirit that our teachers are trained, because it is above all up to them how our education for peace and international understanding and cooperation will be practically implemented and what its outcome will be.

Doc. Dr. Ladislava FAKTOROVÁ, CSc.

DEPARTMENT OF PRE–SCHOOL PEDAGOGICS AND PEDAGOGICS FOR ELEMENTARY CLASSES OF BASIC SCHOOL

Head of Department: Doc. Dr. Ladislava Faktorová, CSc.

The introductory part of the Recommendations stresses that they concern all levels and forms of education. Thus already in basic school it is necessary to concentrate on increasing the effectiveness of education in all its forms and on the ethical and civics aspect of education. Methods should be used which provoke the creative imagination of children in their social activities and in this way prepare them for carrying out their social obligations. The VIth section of the Recommendations, called Activities in Various Sectors of Education, in article No. 24, cites the fact that a number of attitudes in children are already formed at a pre–school age and that for this reason special attention should be devoted to preparing parents for their role in pre–school education; pre–school facilities should also develop activities which are in accord with the aims of the Recommendations.

The elementary classes of basic school should be planned and organized as a social environment which has its own specific characteristics and values, which in various situations, including play, make it possible for children to become aware of their rights, to express themselves freely while accepting responsibility and to expand through direct experience their awareness of belonging to increasingly larger groups – the family, school, locality, national and world communities.

Already kindergartens and the elementary classes of basic school should cultivate in children an awareness of beauty and the purpose of life, in the context of nature conservation, environmental control and peace. The teachers of these schools must therefore carefully analyse the various components of the content of various teaching subjects and to purposefully consider how they can be made use of in education for peace, as well as the precise manner in which education for peace enriches the educational impact of various teaching subjects.

The teaching of the Czech language provides a number of opportunities in this respect. A number of poems and articles in the Primer and in the reader called Our World (Náš svět) for the 1st class, as well as the readers used in subsequent classes, are directly concerned with the suject–matter of peace, while a number of others can be used in an indirect manner.

Also in mathematics, various specific situations concerning the success of the peaceful construction of our country can be expressed numerically. Suitably chosen word problems deal not only with the successful work done in our factories and in agriculture, but also with some of the basic problems of mankind.

Children can also be exceptionally well influenced in music and visual art education. The arts are for children an ostensive medium of learning about the world, assessing it and recreating it. They influence not only the intellect, but expecially the emotions and will power and they provide the motivation for the child's emotional and volition areas of mentality to become committed to mankind and peace. The rich musical tradition of our nations means that the longing for peace is one of its basic topics. Music is a good medium of understanding among nations, as has been demonstrated by many festivals and competitions or exchange performances of children's choirs. Also education in the visual arts provides opportunities for recreating subject –matter concerned with life in peace, friendship among nations and resistance to violence and war. This has been wonderfully demonstrated by a set of pictures made by our children which have been published as postcards with the motto „The Voice of Czechoslovak Children for Peace". Thousands of these postcards have been sent by our children to the delegates of the World Assembly for Peace and Life. Children's drawings, together with visits to schools, have convinced many delegates that education for peace is one of the basic trends of our educational and teaching system. The delegates were very happy to recieve the postcards and they can now be found in all the corners of the Earth; I am sure I am not the only one to have them under the glass on my desk. It is a pity that it was not possible to thank individually all schools and teachers and all the young artists who drew the pictures.

The drawings contain much of what children learn in the teaching subjects Elementary Learning, Nature Studies and Elementary Civics, which provide the largest number of opportunities to make an educational impact. In Elementary Civics children learn to cherish the cultural heritage of our forefathers; the importance of our cultural monuments which our government maintains at great cost, as well as the absurdness of destroying them in wars are stressed. Children are taught to have a respect for the culture of other nations and the need for mutual understanding and cooperation. Nature Studies introduces children to ecological problems, they learn to observe the environment in which they live, but also to conserve it; they learn about economic problems, for instance about the utilization of natural resources, the need to conserve them and the possibility of their depletion. They are also introduced to socio–political problems, such as for instance to the fact that both the above mentioned problems can be solved by the combined efforts of mankind. Cooperation among nations, as cited by the UNESCO Recommendations and the resolution of the World Assembly for Peace and Life, Against Nuclear War is of exceptional importance in this context.

Preparations for the celebrations of important state holidays and anniversaries also provide a suitable opportunity for the patriotic and internationalist education of children.

A complete enumeration of all opportunities provided by various teaching subjects in elementary school instruction, in leisure–time activities, in school and elsewhere is outside the scope of this communication.

In conclusion I should like to say that our teachers, in the spirit of the UNESCO Recommendations from 1974 and on the basis of the resolution of the World Assembly for Peace and Life, Against Nuclear War from June 1983, are striving to educate our youth so that by their future work they will contribute to understanding among nations, in the interests of the peaceful future of mankind.

Written by doc. Dr. Ladislava FAKTOROVÁ, CSc.

☆ ☆ ☆

Teachers are trained in specialized fields of study and in educational and socio–political practical work. While Pedagogics, the History of Pedagogics and individual Didactics are usually taught in the lecture halls of the Faculty, the practical component of teacher training takes the student into practical field work in the school system.

The task of specialized fields of study is to provide the student with an overview of theoretical problems and a knowledge of specialized terminology. The task of the practical components of training is to concentrate the student's attention upon problems of practical education: to teach him or her to understand dynamic relations existing between the pupil, the teaching syllabus and the teacher, to teach him or her to decide on the most suitable way of achieving an educational objective.

In specialized fields of study the student directly learns from the lecturer. In practical training he is led to discover for himself, through his own activities, what the success of his work depends on. And when he makes this discovery, he must strive to acquire the relevant skills. He must assume that the use of skills will not only lead to improved results, but will retroactively lead to the development of his educational abilities. Educational abilities will on the other hand complement and strengthen basic professional attitudes.

An answer to the question of how the practical component of teacher training helps in education for peace, mutual cooperation and understanding among nations, can be found in the foundation of the specialization being studied, in the conditions in which it is studied, the media which it uses and in the objectives towards which it is carried out.

The student's own educational attempts, carried out within the framework of the Faculty, convince him or her that peace is a necessary prerequisite for any creative work. Also the student's education of him or herself and the transformation which occurs from one who

only listens to lectures „about" education to someone who himself actively overcomes the contradiction between knowledge and lack of knowledge, requires a great deal of equanimity, conciliation and being above things. For this reason all great educators, including Comenius, Pestalozzi, Froebel and others, were in their own lives the practical defenders of world peace.

In teacher training for basic school instruction, educational and socio–political work is composed of a system of steps and various organizational forms and thematic units, which should be approached as a means towards the achievement of the final aim of university teacher training – the forming of a qualified teacher and educator.

In educational practical work, excercises in social communication skills are primary. The curriculum assumes that a lack of this skill or an aversion to mastering it are at the root of the majority of misunderstandings and conflicts in school communities, as well as in larger social units.

For this reason the student already in the second term of his studies, as soon as in the course of the first term he has become acquainted with the environment and functioning of an institution of higher learning, is given the assignment of making contact with a class of children, of maintaining the attention of his pupils and of acquiring knowledge of how his pupils approach this communication . . . Also various technical and expression excercises which develop the student's communicative abilities from the very beginning place the idea of mutual communication and understanding into the foundation of teacher training.

The student's communicative skills make it possible for him to capture the atteintion of his pupils. As more time goes by, these abilities are developed and they gradually change into the ability to distinguish the unique and the special in a specific educational situation and to deal with it. These excercises, which promote the future teacher's ability to arouse a deep interest on the part of the pupil in education and motivate him to cooperate, takes place during the second year course.

Combining and using the skills thus gained within the framework of socio–political practical work, when students work in various government administrative bodies, national committees, in Communist Party committees, trade union bodies, etc., guarantees that their interests concerning civic problems will be strengthened; maintaining peace, understanding and cooperation among nations is, after all, just such a civic problem.

In the third and fourth year courses students learn to work with a specific teaching syllabus. The transformation of the syllabus into a specific teaching situation requires extensive knowledge of the structure of the subject–matter being taught and the ways in which pupils think and learn. Again, students learn this complex approach in direct contact with pupils, where they strive to find the best and most suitable way for the pupil to understand the subject–matter being taught.

In all the subjects taught, a great deal of attention is devoted to the preparation of memorable days and important events. Thus education for peace is stressed in celebrations of the events in February 1948, in celebrations of the Day of Liberation by the Soviet Army, the anniversary of the Slovak National Uprising, the Great October Socialist Revolution, International Women's Day, International Children's Day, etc. The organizers of educational practical work at the Pedagogical Faculty in Prague have therefore placed an extended period of this practical work by fourth year students into the time between April 1st and May 15th, so that pupils, teacher training students and teachers can together prepare celebrations of May Day and of the Day of Liberation of Czechoslovakia by the Soviet Army.

Written by Dr. Eva VYSKOČILOVÁ

THE STUDY CENTRE OF THE INSTITUTE OF MARXISM–LENINISM FOR STUDENTS MAJORING IN CIVICS AT THE PEDAGOGICAL FACULTY OF THE CHARLES UNIVERSITY

Head of Study Centre: Dr. Jiří Švec

At the XXVIth Congress of the Communist Party of the Soviet Union, L. I. Brezhnev expressed the following idea: „Our Party, our people and all the nations of our planet in general, at present have no more important international task than the defence of peace."

This task is also timely for us. The young generation should be prepared to actively struggle for peace, it should be taught how to carry on this struggle. Teachers and especially civics teachers have an exceptional role to play in this sector of education. For this reason all problems connected with the development of cooperation among nations, averting war, maintaining and strengthening world peace are of maximum importance in the present development of mankind and they must not only be correctly understood by all students of civics, but they must also be taught how to explain these problems in an erudite manner. They must learn about the theoretical context of the situation and acquire a Marxist–Leninist approach to explaining all these important problems.

Students learn this above all in the subject Scientific Communism, which they study for 4 terms as a part of the curriculum and continue with courses in Marx–Leninist Philosophy, Political Economy, the History of the International Working–Class Movement and the History of the Communist Party of Czechoslovakia.

In Scientific Communism students majoring in Civics become acquainted with the laws of development of the world revolutionary process and the revolutionary transition from capitalism to socialism and communism – both in individual countries and on a world scale. In analysing this complicated and dialectically contradictory process,

the following appear as important external factors in the development of socialism: A) Cooperation among nations on the basis of developing proletarian and socialist internationalism; B) maintaining and strengthening peace in the world.

If students are to correctly understand how important peace is for the development of real socialism and for all of mankind and why conversly, imperialism brings with it the danger of war, they must first understand the nature of the contemporary epoch and its basic contradictions. In Scientific Communism they learn – in combination with the History of the International Communist and Working Class Movement – that the correct definition of the present epoch, the correct identification of trends in contemporary developments and the corelation of forces in the world are indispensible for developing the revolutionary practice of communist and working–class parties, for leading an effective struggle against all forms of anti–communism and against all endeavours of world imperialism to increase tension in the world. Students are at the same time led to understand that against the aggressive, militaristic and neocolonial strivings of imperialism, the necessity exists for the unify of all the moving forces of the world revolutionary process under the leadership of the world socialist system, as well as for the constant development of peaceful cooperation among nations in the interests of maintaining and strengthening world peace. In explaining the dialectics of development in the present stage, greatest stress is placed on the correct Marx–Leninist concept of war, peace and peaceful coexistence.

On the basis of Lenin's approach to war and his specific analysis of the first imperialist world war, students majoring in Civics learn why the danger of an expansionist and unjust war is linked to the existence, contradictions and spreading of the general crisis of capitalism. They learn to analyse individual stages of the present epoch and to combine this analysis with the strategy and tactics of the communist and working class parties, above all the Communist Party of the Soviet Union and the Communist Party of Czechoslovakia. They become acquainted with specific arguments put forth and steps taken by the socialist countries, headed by the Soviet Union (in the

form of proposals, deliberations and other activities), which have been made to strengthen peace and to support tne strivings of the progressive public throughout the world, including for instance an analysis of the true significance of the European Conference on Security and Cooperation held in Helsinki. They learn to understand the political background of local conflicts and wars carried on at present (for instance Israeli aggression in the Middle East), their danger for increasing tension throughout the world and their potential for being transformed into a world–wide conflict. Scientific Communism also exposes the anti–humanitarian and aggressive plans of American imperialism, its assumptions for a so–called „limited war" and the use of the most effective weapons of mass destruction. At the same time the dangerous nature and doubtfulness of Maoist policies, which reject peaceful coexistence and promote war, are explained; Maoists would like in this way to carry out their hegemonic plans. Thus by a specific historical analysis of all phenomena and trends in contemporary developments, Scientific Communism explains why under all circumstances war should be excluded as a means of solving conflicts and why a policy of peaceful coexistence should be developed.

It is absolutely necessary that students majoring in Civics know the Leninist principles of peaceful coexistence and that they know how they are applied to the peaceful policy of the socialist countries in the present stage of development.

It is in this area that interdisciplinary relations between Scientific Communism and the teaching of the History of the International Working–Class Movement, the History of the Communist Party of Czechoslovakia and International Political Relations are of special importance. In the History of the International Working–Class Movement and the History of the CP of Czechoslovakia students become familiar with the details of the gradual implementation of the principles of coexistence both in the policy of the Communist Party of the Soviet Union and in the policies of the Communist Parties of the whole international working–class movement and specifically in the policy of the Communist Party of Czechoslovakia. Students study this process from the Great October Socialist Revolution and the

Decree on Peace, through the efforts of the Soviet Union to form a system of collective security at the end of the twenties and beginning of the thirties, through its increased endeavours in the struggle against fascism and war connected with strivings to form a unified United Front, up to an analysis of the reasons which prevented the implementation of this policy and led to World War II. A detailed analysis of developments after this war, expecially the creation of the world socialist system and the strivings of progressive forces for peace on the one hand, and the rise of the cold war on the other hand, help to explain the importance of Soviet peace policy in this period and its climax in the development of a long–term peace program, which was approved by the XXth Congress of the Communist Party of the Soviet Union in 1956. The futher specification and development of this program carried out during the international consultative meetings of working–class and communist parties held in 1957 and 1960 and in meetings of the Political Committee of the Warsaw Pact, provide facts and arguments also for future Civics teachers, which they can use in their teaching and educational work and with which they can document the practical implementation of this program. Further extensive material which pupils in secondary schools are at least partially familiar with, concerns the implementation of peace policy in the seventies and the eighties. Civics students study the Peace Program of the USSR declared at the XXIVth Congress of the Communist Party of the Soviet Union and its further extension by subsequent Congresses and especially its concrete development during bilateral deliberations, especially with the USA and the Federal Republic of Germany, in dealing with the problem of West Berlin, in the course of the preparations for the Helsinki conference and its final document and at the European meeting of working–class and communist parties held in Berlin in 1976; under present conditions of increased tension it has become especially important. As far as this most recent period is concerned, students gain valuable information in the teaching subject International Political Relations, which is taught by a highly qualified person – by Doc. Dr. P. Auersperg, CSc.; students also use a textbook by prof. Dr. V. Soják, CSc. called Mezinárodni vztahy (International Relations) which was written especially

for Civics majors at Pedagogical Faculties and which provides a number of concrete facts and material, which graduates can use in practical teaching.

The Scientific Communism course also teaches students to thoroughly implement the method of class analysis, i.e. to use a class approach not only to wars, but also to peaceful coexistence. They learn to correctly understand the peace movement in countries with differing social systems as one of the forms of carrying on the class struggle. They should be able to explain that the Leninist approach to peaceful coexistence does not mean class conciliation or the disappearance of ideologies, as the advocates of bourgeois pacifism claim, but conversly, that it means a sharpening of the ideological struggle under new conditions and the need to reveal the true significance of all forms of anti–communism, revisionism and right–wing, as well as „left–wing" opportunism.

This requires on the part of the socialist teacher ideological standfastness, adherence to communist principles and an irreconsilable approach to bourgeois ideologies. The future Civics teacher, whom we educate in this spirit, must be able to come forth with the correct arguments, to be convincing, to take a committed class stand and to lead his pupils in this direction. Only in this way will he or she be able to make an active contribution to the development of socialism and the creation of a peaceful future.

Written by PhDr. Jiří Švec and Dr. Adrienna Vaňková

DEPARTMENT OF PEDAGOGICS FOR STUDENTS MAJORING IN GENERAL EDUCATION SUBJECTS

Head of Department: Doc. Dr. Vladimir Štverák, CSc.

Education for peace is in harmony with the general political aims of socialist education and hence also the training of future teachers; it is a component, or to be more exact, a sub–component of socialist education. What is new is the stress placed on the timely nature of the cited aims and tasks, which are determined by present international developments and the increasing threat to world peace caused by the activation of imperialist forces.

In our contribution to solving this task we should like to formulate the following basic questions: 1) What is the structure of the aim (or aims) we are analysing, i. e. how should the teacher training student change in the process of education for peace? 2) Through which subjects of study is the education of future teachers for peace carried out? 3) How can the outcome of this endeavour be assessed?

Ad 1) Education for peace is based on a system of cognitive goals which are of an operational (skill forming) and value–forming nature. In the cognitive area students should acquire an understanding of the significance of peaceful coexistence and to arrive at the conclusion that this is the only realistic road and prerequisite for the positive development of our socialist society. They also become aware of the situation in which this is possible, i. e. the active role of the socialist commonwealth headed by the Soviet Union in maintaining world peace, as well as the role of the defenders of peace in the non–socialist countries.

The cognition of these facts should be transformed into the conviction that maintaining peace is for the future teacher one of the most significant values and that this conviction become internalized. When such a stand has been taken and has been combined with the skills needed to spread the ideas of the peace program of the socialist

commonwealth and to reject trends which lead to a deterioration of relations among nations and countries, this means that education for peace has achieved its aims

Ad 2) Education for peace is a complex task. If in analyzing educational aims we distinguish specific aims which are immediately connected with a specialization in a given field of study (for instance during teaching) and aims which overreach this specialization, i. e. which are dictated by the requirements of society, etc., then the aim of education for peace should be included in the latter. A whole system of teaching subjects contribute to its implementation.

In acquainting students with problems of international and domestic politics, teaching subjects which are formed by Marxism—Leninism are of primary importance, but other teaching subjects also have contributions to make. An analysis of the curriculum now in use for students majoring in Pedagogics for instance indicates that education for peace is nowhere explicitly cited. The subject—matter which the students learn, however, provides opportunities to take a stand on this problem within the framework of partial problems. The staff of the Department of Pedagogics of General Education Subjects at the Pedagogical Faculty of the Charles University, who have studied the opportunities provided for education for peace in various teaching subjects, have pointed out the following topics, as examples:

If the educational efforts of J.A. Comenius are stressed in the History of Pedagogics, we must not overlook the role of Comenius as a social and political thinker and his pansophic work „General Consultation on the Reform of Human Affairs" which is a call for peace and the forming of conditions for a life in peace.

In teaching Didactics it is possible to point out the following: The curriculum for basic nine—year schools included among its teaching subjects also Defence Education. In the new curriculum for basic schools this teaching subject is not included. We can assume that this adjustment, which should not, however, lead to the conclusion

that defence education is unnecessary, was carried out to form more positive conditions for developing international cooperation and joint activities in education for peace.

Problems concerning peace education are also explained in the subject Theory of School Education and Education Outside the School System, as well as in the Theory and Practice of Communist Education. When the aims and content of socialist ethical education are explained and taken together with lectures on Marx–Leninist ethics and aesthetics, the students obtain a clear image of the strivings of socialist education to form humanitarian relations among people and the importance of education in the spirit of socialist patriotism and internationalism.

Ad 3) In recent decades, after 1945, education for peace has existed in various forms in basic, secondary and higher education; in this context criteria have been sought to provide testimony of the outcome achieved. For instance at the beginning of the fifties schools organized so–called peace marches. Those who worked in institutions of higher learning at the beginning of the sixties will remember how spontaneously our students, together with students from other faculties and schools, demonstrated against the aggression against Cuba in 1961. The quality of education can be assessed also according to such and other forms of expressions. At present, as anyone who often speaks to students well tell you, future teachers are fully aware of the need to maintain peace. They should be led towards strengthening their convictions in this area, so that they will be able to take this stand in the relevant situations and will be able to find arguments against those who might express incorrect opinions.

Written by Doc. Paed. Dr. Chrudoš Vorlíček, CSc.

DEPARTMENT OF SPECIAL PEDAGOGICS

Head of Department: Doc. Dr. Jaroslav Štípek, CSc.

Special pedagogics as the science of the development, education and teaching of defective children, which doubtlessly has a highly humane calling, cannot of course remain indifferent to problems of education against war.

Special pedagogics are taught at the Pedagogical Faculty of the Charles University in Prague by the Department of Special Pedagogics, which is a basic research and educational institution for the theory and practice of special education and teaching provided for persons handicapped by mental, sensory, physical and social defects. The Department trains teachers and youth educators of persons who require special care, as well as specialists in this field who then work for the Health Care, Social Welfare and Justice Ministries; studies can be persued in the normal full–time course or in the form of inservice training. The curriculum includes, besides teaching subjects belonging to the pedagogical, psychological, biological and philosophical sciences, also the Theory of Special Education and Teaching of those who are mentally retarded (psychopaedics), persons difficult to educate (etopaedics), persons with hearing handicaps (surdopaedics), persons with speech handicaps (logopaedics), persons with impaired eyesight (tyflopaedics) and persons with physical and medical handicaps (somatopaedia).

In all these special pedagogical disciplines, as well as in propaedeutic subjects, students encounter the actual or possible aftermath of war events, either in the form of the consequences of World War II, which we have been able to fully assess only after sufficient time has elapsed, or the aftermath of existing war events in various parts of the world.

In lectures on the foundations of special pedagogics in the 1st year course we regularly recall events at the close of World War II,

the first time an atom bomb was used, which besides an immediate lethal effect, also had susequent effects, still evident in the form of handicapped children born to mothers who were in the area contaminated by radioactivity. In this subject and course we also remind our students of the American aggression in Vietnam in the context of developmental defects and the genocide effects of chemical weapons. Besides their immediate effect, they have also been the cause of the fact that infant mortality is 10 times higher and the incidence of congenital defects in neonates is 15 times higher in the population living in contaminated areas.

Besides the direct effect on the physical health of those who participated, as well as those who did not participate in war events, war also has far—reaching effects on the mental health of people, especially children. Scientific studies which our students have as mandatory or recommended reading, provide testimony to the changes which occured in the mental life of children who in the course of World War II had been exposed to the horrors of air raids, evacuations, who suffered from hunger and cold, who lost their parents or underwent the terrors of concentration camps. Thus for instance one British study cites the interesting fact that evacuation had a greater negative impact on the mental health of children then surviving air raids. According to this study, neurotic symptoms were found in 52% of the evacuated children, but only in 20% of those who survived the air raids. It seems that the security provided to the children by the presence of their parents counterweighed to a certain extent the horrors of direct war experience.

Another recent study devoted to 3000 children who when 3 years old were evacuated from battle areas in Biafra to Lambaréné, where the physician and humanitarian, Dr. A. Schweitzer worked, indicated serious developmental defects in these children with all the consequences of mental deprivation suffered because of loss of their family environment and emotional security.

The consequences of mental deprivation, whether it be the consequence of direct participation in war or the consequence of loss of

social and cultural environment are later, as is now generally acknowledged, transferable from generation to generation. Adults who in their own childhood suffered, for instance in a concentration camp, are then incapable of dealing with the demands made by adulthood, including marriage and parenthood. Such people are then unable and incapable of satisfying their own children's mental needs, and these children again grow up in an emotionally deprived environment, which in turn influences the forming of their personalities. And thus the vicious circle of cause and effect is not limited only to the immediately afflicted generation.

Peaceful conditions for education and teaching are conditions sine qua non for the development of a healthy individual, as well as one who is handicapped. Our society annually extends huge sums for providing comprehensive care for the afflicted part of our population and it is thus the moral obligation of all those who work in providing this complex care to do everything in their power to prevent war conflicts from extending the number of those who are invalids.

The arguments provided by Marxist philosophy, as well as those provided by science and a humanitarian outlook, lead all peace loving forces, headed by the Soviet Union, to strive for a healthier international atmosphere and to overcome the threat of war. The Soviet policy of peaceful coexistence and international cooperation is beginning to bear fruit. The World Assembly for Peace and Life, Against Nuclear War, held in Prague in June 1983, was among them.

All these facts are closely linked to the content of the education received by those who will be the teachers of youth requiring special care. In our lectures and seminars, as well as in extracurricula activities, we strive to instill in our students, who have no direct experience with the terrors of war, an understanding of their specialization and work in it, in the context of the highly humanitarian aims of socialist peace policy and the struggle to prevent wars throughout the world, as one of their professional obligations.

Since special pedagogics is, together with medicine, a science which strives to overcome the evil caused by wars, we consider its

calling also to be the prevention of this disease of human society – specifically through education for peace and disarmaments.

Written by PhDr. Eva Mrkosová

DEPARTMENT OF HUMAN BIOLOGY AND SCHOOL HEALTH CARE

Head of Department: Prof. MUDr. Jiří Fišer, CSc.

We often characterize life as one of the highest forms of the movement of matter, as a special form of its organization which is the outcome of the development of matter. Science continues to reveal the essence of life, but we still do not know with certainty whether life exists elsewhere than on our Earth. We do, however, know that the right to life is one of the most basic rights of the inhabitants of our planet.

We consider biology, the medical sciences and their various forms of application to be among those fields of science which have best analysed and most contributed to our knowledge of the complexity, perfection, but also the fragility and vulnarability of life. The knowledge and advances of the bio–medical sciences have been summed up in the teaching syllabi for Child and Adolescent Biology, School Health Care, School Hygiene and Pediatrics and Hygiene courses which are taught in all the specializations of university level teacher training.

In these bio–medical teaching courses there are a number of opportunities for the lecturer to lead his students towards an understanding of global national and international human mutuality, to scientifically explain the ethical and civic aspects of man and the need to acknowledge the right to specific national and human aspects. We also stress the inadmissibility of using wars and violence for the purpose of aggression and expansion, as well as the inadmissibility of all forms of racism, apartheid, fascism and any other theory which would incense national and race hatred and predjudices.

Bio–medical subjects provide opportunities for explaining to future teachers the unimaginable catastrophic consequences of nuclear war; this concerns not only their immediate consequences, but also

subsequent effects upon the health of survivors, ecological effects and the global effects upon the planet Earth.

This subject–matter is not included in the teaching syllabus in the form of isolated lectures, but is rather included into lectures according to the nature of the subject–matter being taught. A philosophical and bio–medical approach to man and the dialectical unity between man and his natural and working environment, as well as the principles of socialist humanitarianism require of us that education for peace should, to a significant extent, be presented as the world-view component of specialized training. Hence the scientific and specialized seminars held by our department devote a great deal of attention to problems of education for peace.

In teaching at an institution of higher learning there are numerous opportunities for clarifying the antihumanitarianism and irrationality of further nuclear or conventional armaments, of accelerating the arms race and flooding the world with ever newer nuclear weapons. It should be pointed out that the arsenals of the nuclear powers already have a quantity of nuclear weapons which would be sufficient for the extermination of mankind on Earth fifteen times over and that the capacity of existing nuclear weapons is equal to 3 tons of TNT for every man, woman and child in the world. At the same time planned expenditures by the USA for new, even more terrible weapon systems which are intended to provide the United States with a clear military superiority for the future, and thus enable it to gain power over the world, represent for the next five year period the astronomical sum of 1 500 milliard dollars. For the Soviet Union, which since the end of World War II has been constantly striving for the limitation and deceleration of armaments and the prohibition of new types of nuclear weapons, as well as gradual disarmament, this action on the part of the USA means that it will have to extend recources for maintaining an equilibrium of power, for achieving the same level of security on the principle of parity. It is, however, difficult to even envision the huge resources which could be freed for the good of mankind if armaments could be stopped (financial resources, research capacities, human energy and raw materials).

In some teaching topics the paradox posed by situations typical for a period of rapid developments in science and technology should be pointed out. On the one hand progressive scientists, economists and politicians are exerting great efforts in seeking ways and means of solving some of the most pressing problems concerning large sections of mankind, while on the other hand the means to destroy the life of all healthy people on Earth are increasing. Extending huge sums for armaments represents non–humanitarian waste in a situation where material and financial resources for solving existing serious problems, which a certain small section of mankind does not seem to understand or is not even capable of imagining, are in short supply. This concerns for instance the problem of malnutrition and hunger from which the majority of the population of the planet suffer and which have grave consequences also for future generations. They cause loss of health, serious damage to physical and mental development as a consequence of deficiencies in proteins, vitamins and other nutrients, apathy, the inability to work, low resistence to disease and a high mortality (10 million people annually die of hunger, every 4th inhabitant of the Earth has hungered at some time and almost one fourth of the people on Earth who die, die as a direct or indirect consequence of hunger). Among the other problems which require solutions are a lack of medical care for the majority of mankind, illiteracy, insufficient hygiene, the deterioration of the environment, etc.

In the course of teaching we also point to the cruel consequences of the nuclear arms which have already been used. The catastrophes of Hiroshima and Nagasaki are well known. They still serve as a warning: huge numbers of lost lives, radiation disease, multiple disfigurations which are a source of constant suffering to those who survived and the continued pollution of the environment. Also the increased incidence of leukemia, hematological disorders, malignant tumors, congenital developmental defects, increased infant mortality of children radiated while still in the womb, a higher spontaneous abortion rate have been recorded. Genetic consequences are assumed to exist, but because of the relatively long generation span (approximately 30 years) they have not yet been properly measured. Long–term cytogenetic follow–ups of those exposed to high radiation doses in

Hiroshima and Nagasaki have indicated that cells with chromosomal abberations have survived in individuals for three decades and that the majority of these abberations are of the so–called stable type. But also other aspects of life–such as social, economic, mental and moral aspects of nuclear war are stressed in discussions with students. These problems are dealt with for instance when explaining ontogeny, when analysing interaction between man and the environment, in human genetics, problems of water and air pollution, nutrition, when teaching chapters from epidemiology, pediatrics, school health care and the advances made by social medicine and child and youth biology.

Without the sun our planet would be lifeless. Without peace, life will also disappear. In our understanding, peace is the social sun of mankind. Peace is the life of man. Peace as a social phenomenon can be influenced by man and is within reach of mankind. For this reason it is not only possible, but now absolutely necessary that man struggle for peace with all that is best in him. Our education for peace, our striving for a peace ethics in the bio–medical disciplines is directed towards making future teachers live peace through their peaceful action. So that the sun of peace will permanently light up the future of all mankind and the happiness of each person on Earth.

Written by Prof. MUDr. Jiří Fišer, CSc. and
RNDr. Milena Hajnišová, CSc.

DEPARTMENT OF CZECH LANGUAGE AND LITERATURE

Head of Department: Doc. Dr. E. Oliveriusová, CSc.

1. When considering and dealing with the socially important and timely question of the role which education for peace can have within the framework of the teaching subject Czech Language and Literature, we found we must first deal with basic problems of a more general nature, such as: 1) what is the content and objective of education for peace and what is its foundation; 2) what is the place of education for peace in the system of basic components of communist education; 3) which educational objectives are dominant in various disciplines within Czech Language and Literature and through which specific media and methods are they implemented. On this basis we can then deal with the problem of mutual linkage, as far as content is concerned, between the topics we teach and the content of education for peace; also methods and media can be chosen, which will lead to the desired educational objective. These problems require a comprehensive method of dealing with them because education for peace should not be reduced to only bringing the subject–matter being taught up to date, but rather should be looked upon as a component of implementing those tasks which follow from the objectively existing dialectics of development.

Education for peace also provides Czech Language and Literature and their individual disciplines with a new dimension which concerns both educational objectives implemented by instruction and the subject–matter being taught. We shall cite an example from the discipline Czech Literature of the 19th Century: The outstanding Czech poet and writer Jan Neruda, in his „Písně kosmické" (Cosmic Songs), expressed in a unique manner his faith in human reason and the human spirit which is never satisfied with what it has achieved, but always strives ahead, even to moving the threshold of knowledge to the limits of the universe. At approximately the same time the writer Jakub Arbes concieved his vision of human society in the novel „Newtonův mozek" (Newton's Brain). This confrontation of two artisti-

cally specific and different images of history becomes highly relevant on the background of the present situation and the idea of the need for peace as a prerequisite for the harmonious development of society and is provided with deeper meaning and more pressing conviction.

2. In seeking methods for analysing education for peace within the framework of the teaching syllabus, we found that two methods exist: I) to study how education for peace extends the educational impact and influence of the discipline in question; II) to study which topics in which disciplines can be made use of from an educational point of view.

The first method can be illustrated by the example of worldview education in linguistic disciplines. Among the most important problems here are the relationship between language and society, the relation between language and thinking, the role of the national language in the past and present, etc. These very complex problems can be clarified from various aspects, on the basis of the Marx—Leninist theory of cognition and on the basis of the Marxist theory of language. This problem attains a new dimension in worldview education when it is placed in the context of basic problems of language policy. We cannot overlook the fact, especially in the context of the key importance of education for peace, that the importance of language policy under conditions of the building of a socialist society is increasing that language policy at present is an important component of relations among nations, that it is being implemented as a component of the ideological struggle.

The second method was used in an analysis of the teaching syllabi used for all disciplines in Czech Language and Literature, as well as in an analysis of instruction in the mother tongue as it is taught in the training of teachers who are majoring in Elementary Education. Here we should like briefly to sum up the conclusion we arrived at.

a) The linkage between the subject—matter of literary disciplines and education for peace is best implemented by the properly implemented Marxist concept of literature. Each stage of literary develop-

ment contains works of literature which mobilize positive human forces for the defence of what is most important for human life, defence of the right to life. The motif of love of home and of the motherland, as well as a positive emotional relationship towards people, expressed through fiction and poetry, have become adequate expressions of a harmonious and peaceful world. Throughout Czech history artists have created works of art, which still contain a message for the reader. And we also have writers whose clearly expressed anti-militarism is not only a question of literary style but also an expression of their civic attitudes (for instance Fráňa Šrámek, Jaroslav Hašek, Karel Čapek, Julius Fučik and others). All these have influenced the thinking of young people and their socially committeed attitudes.

b) An analysis of the content of language disciplines indicates that socialist linguistics are an ideologically committed science, which is closely linked to the problems of building a developed socialist society. Providing comprehensive explanations concerning the relationship between language and society, language and thinking and other fundamental problems, on the basis of Marxism-Leninism, as well as providing a description and explanation of language phenomena based on Marxist methodology and on the basis of confrontations with ideologically contradictory concepts, have all become effective instrumens in worldview education, education towards socialist patriotism and proletarian internationalism, as well as education for peace.

3. Besides the educational impact of the content of instruction, also other methods have been used. These include so-called verbal excercises which usually concentrate on some current political event. They may concern the peace policy of the USSR, the endeavours for peace by the developing countries, world strivings for disarmaments and against armaments, etc. The counterpart of verbal excercises in literary seminars are cultural and political news. Another method is presented by language and literary analyses of texts which have an important ideological content. Great stress is placed on the educational role of independent work done by students in preparing papers given at seminars, diploma theses, work done within the framework

of student scientific and specialized activities which combine requirements both from the point of view of the specialization in question and ideology. Also the utilization of experiences which our students have gained in their practical teacher training in schools or in work in the Young Pioneer Organization of the Socialist Union of Youth or in the Czechoslovak–Soviet Friendship Society, etc., should not be overlooked from the point of view of education for peace. The same is true of the educational value of interdisciplinary and inter-branch relations, the relation between linguistic and literary disciplines, relations with subjects which form the foundations of Marxism – Leninism, with civics, with music and art education. We should also keep in mind that the quality of the outcome of education for peace to a great extent depends on the personality of the teacher, on his professional, political and moral profile.

Written by Dr. Olga Martincová, CSc.

DEPARTMENT OF RUSSIAN AND NON–SLAVONIC LANGUAGES

Head of Department: Prof. Dr. Josef Vlček

The teaching of the Russian language has a foremost place in our educational and teaching system from the point of view of ideology and worldview and in the education of committed citizens of a socialist Czechoslovakia. The comprehensive development of cooperation and mutual social and economic union among the countries of the socialist commonwealth, headed by the Soviet Union, serve to further stress the increasing significance of the Russian language and its instruction. It should be remembered that Russian is the main communication medium of the socialist countries! If we understand the position of the Russian language in the education of pupils in basic and secondary schools from this point of view, then how much more important and politically significant is it in the education of future educators of this exceedingly important subject. Our whole socialist school system has, since its beginnings, been developed in this direction. At present – when the at first promising development of political detante has been threatened and when we are well aware that it has never existed for us in the sphere of ideology – we have a special obligation to past and future generations to utilize in a comprehensive manner all opportunities provided by society for our work and to conscientiously fulfill the requirements formulated by recent documents concerning the school system.

These opportunities have specifically been provided by a reform of teacher training. As far as the training of future Russian teachers at Pedagogical Faculties is concerned, these reforms have been extensive and of a basic nature; they have greatly increased the time devoted to worldview education, including those problems which are now foremost in our lives – education for peace and for mutual cooperation and understanding among nations. The curriculum has been greatly extended in subjects concerning the theoretical and historical foundations of our field of study and the disciplines which are

connected with it, thus not only making it possible, but actually requiring that the subject–matter taught be regularly updated and that it be taught in harmony with the peace policy of the Soviet Union. These requirements are, on the one hand in harmony with the future educational work of the graduates in basic and secondary schools and on the other hand with their own committed contribution to activities outside the school system, including their professional and voluntary work in the Czechoslovak–Soviet Friendship Society and other organizations, in influencing the leisure–time activities of pupils, in promoting the reading of Soviet literature and acquainting pupils with life in the USSR. Such activities are the subject–matter of a special seminar on political and social practical activities and it should be stressed that our department has had this approach from the very beginning. Now of course, thanks to the fact that this seminar has been extended to two terms, the opportunities for utilizing this specific form have increased. In view of the fact that at this point the teaching syllabus provides space for the iniciative of the department which teaches the seminar, a coordinated exchange of experiences among departments at various Peadagogical and Philosophical Faculties might prove to be very useful.

The opportunities which our field has for acquainting students with the peace policy of the USSR and educating them for mutual cooperation and understanding among nations are quite evident in a large sections of the Russian course. This concerns disciplines which have a clearly ideological aspect, such as the theory and history of literature, the civics and history of the USSR, etc. The problems we are here counsidering form an organic component of these disciplines. The existence of the Soviet Union and its successful sixty year development provide a clear example of a policy of friendship among nations. The existence of the Soviet Union as a multinational state, where nations with various traditions and histories develop comprehensively and in freedom and have formed an ideologically unified yet diverse stream of various forms of modern socialist culture, is a fact in itself not only unique, but also highly convincing. It provides proof of the beneficial impact of Marxism–Leninism, the principles of proletarian internationalism and socialist patriotism. The teaching

syllabi for the above cited disciplines have this important factor constantly in mind. We, the teachers of these subjects, should react in a flexible manner to all new facts and acquaint our students with them; for this we can use not only textbooks and teaching aids which have been published here, but which often are unable to record in a sufficiently operative manner all the changes which rapidly developing events bring with them; our students should also keep abreast with the latest Soviet publications. Language excercises can often be used for this purpose; here we should always stress the most recent current events. Our department has taken the iniciative and has made use of the offers made by the House of Soviet Culture and Science in Prague for cooperation with our Soviet comrades in this area.

Our public is well aware of the fact that Soviet artists live fully the lives of the people. The subject–matter of the struggle for peace, for international understanding and cooperation are thus one of the cornerstones of their creative artistic activities. To acquaint students with life in the USSR, its contemporary culture and art, as required by our teaching syllabi, is therefore unthinkable without paying primary attention to these problems. Moreover we Russian scholars have the opportunity to constantly update our subject–matter. It was no chance occurance that it was the Soviet government which entered history by such a peace–creating act, as the proclamation of the Decree on Peace. It is also no chance occurance that the topic of peace and friendship among nations in found on every page of the history of Soviet literature and art. By leading our students towards becoming acquainted with these facts and towards studying the lives and activities of outstanding persons – who are admired by the whole world – such as Gorki, Sholokhov, Tvardovski, Simonov, Dovzhenko, Pudovkin, Prokofiev and many others, we at the same time show the permanency of the values they have created, while at the same time touching upon the most pressing problems of our own day and providing answers to them. Not only this. Socialist Soviet culture and art also continue in progressive pre–revolutionary traditions. The advantage of works of art is their unaging, constantly renewed validity. For this reason the literary works of Pushkin and Leo Tolstoy, as well as Lermontov and Blok can help us in our present–day endeavours.

The present ideological struggle and the deployment of American guided missles in some countries of Western Europe, as well as the psychological war waged against the socialist countries have the long-term aim of robbing the Soviet Union, especially among the younger generation, of its appeal and of distorting the historical role of the USSR and the place of Russia in history in general. In this context we can find help in fulfilling our educational objectives not only in knowledge concerning the development of the arts and history of the USSR, mediated by lectures and seminars on the history of the USSR, Russian and Soviet literature and civics, but also in purely linguistic disciplines. For instance in studying the development of the Russian language, students encounter documents which prove that from the beginning of Russian history outstanding personalities strived for the peaceful solution of international problems of the time and for friendly relations with neighboring nations, and for full respect for the sovereignty of neighboring states. These personalities carried on their policies and the education of their followers in the spirit of respect for the traditions and culture of other nations and endeavours to undestand their needs and interests. These facts not only educate students in the spirit of peaceful ideas, but offer them above all documents which will enable them, in their own educational work, to educate pupils in the same spirit.

Due to a very welcome coincidence, our department had an exceptional opportunity to fulfill not only the letter but also the spirit of the teaching syllabus, as far as the topic we are here dealing with is concerned. A number of our students, as part of their summer voluntary work, worked in the preparations and organization of the 5th Congress of the International Association of Russian Language and Literature Teachers. They were thus able to gain first-hand experience on the relevancy of the main motto of the Congress: „Russian – the Language of Peace, Friendship and Mutual Understanding Among Nations". It is our task to carry on our educational and teaching work in this spirit and to continue to improve and extend it.

Written by Dr. J. Žák, CSc.

DEPARTMENT OF MATHEMATICS

Head of Department: Doc. Dr. Vlastimil Mráz, CSc.

In spite of the fact that mathematics as a science deals with highly abstract categories, a mathematics teacher should never allow his pupils to gain the impression that this subject is isolated from reality. In fact this higher level of abstraction allows the application of mathematical terms, methods, knowledge and media in other sciences; mathematical methods are now used for the solution of such global problems as the rational utilization of natural resources and the conservation of the natural environment, problems whose solution would certainly contribute to improving the international political situation and to world peace. Hence mathematics has specific peaceful objectives in scientific cognition and they should be pointed out to students as a specific component of peace education.

The quantification of realities and relations has a significant role to play in education for peace, because concrete data are so much more convincing. It can, for instance enumerate the number of participants in the peace movement, the number of human sacrifices and economic losses caused by wars which took place or are still carried on, to calculate how the resources used for weapons might be used in the developing countries. Also figures concerning the uses to which mankind as a whole might put its resources if the peace iniciative of the Soviet Union were implemented, how it would be possible to overcome hunger and disease in some countries, etc., are very convincing. The aid provided by the socialist countries to the developing countries extends the number of those who are for the socialist future of mankind and hence for peace; this can also be quantified.

We are well aware of the fact that for these quantifications and calculations a number of figures are needed and that they are not always readily available. Even if we do obtain them, such calculations cannot be done within the framework of instruction at the Faculty, because they are quite simple and more appropriate to the ba

sic school level. Thus the use of this type of calculation should be included into the relevant basic or secondary school mathematics syllabi which students study in the Theory of Mathematics Teaching and it is this teaching subject which should in our opinion form the focus of attention as far as education for peace and cooperation among nations is concerned, because here we can not only influence students, but at the same time show them how to use various forms and methods of working with children and teach them to educationally influence their own future pupils, through various calculation problems which lead the pupil at the same time to acquire information and to form a correct opinion.

We think the best form of work with the above described quantifications in the course of teacher training is the writting of a diploma paper. For this purpose the student concentrates his energies of finding updated factual data for the writing of his diploma paper and suggests how this data can be used in verbal problems and how to make sure that these problems are not self–serving, but serve the purpose of having the pupil arrive at findings which will effectively influence his convictions. Students present the outcome of their work at diploma seminars or at other seminars within the Theory of Mathematics Teaching – in this way they influence their colleagues also in their capacities as future teachers. The focus of such a diploma paper is the methodology of using facts in teaching, since many facts must be replaced by newer ones as time goes by.

Within the framework of mathematics we also have a number of opportunities for the education of communist convictions, which can be characterized above all by selfless and socially beneficial work. We educate students towards work, which should become a need for them, towards collective team work, towards a humanitarian point of view, which are all necessary prerequisites in education for peace and cooperation among nations. Also giving specific assignments in the course of the term and their assessment helps to educate students for the responsible fulfillment of obligations and is very effective. The joy of correctly solving a problem is an emotional experience, which is very much needed to strengthen a positive attitude to work. Co-

operation among students and excellent students helping students with poorer marks lead to the forming of a team spirit, without which student groups cannot achieve adequate results. Also education towards taking the iniciative in fulfilling various tasks in the course of study and training, as well as during the practical training which students undergo and developing their creative abilities are very important. A creative person acquires satisfaction from his work and thus one of the most important prerequisites for wanting to work for the future of mankind is formed. For this reason education towards a creative approach to work has in recent years been greatly stressed as a component of communist education. In mathematics our procedure is not to provide students with complete and systematic mathematical theories, but rather to show them the motivation which led to their creation, and various approaches which have been taken in the creation of mathematical theories; we do not continue to demonstrate typical problems with known methods of solution, but rather lead our students towards seeking the solution of problems and towards active creative thinking.

We are aware of the fact that the purposeful development of critical thought in science education can also have a negative influence — its consequence can be an unsubstantiated and increased criticism of specific practical situations. Students are then prone to various opinions, which under the guise of rationalism are directed against socialism. They may also develop towards the position of a critic from the outside, instead of taking the stand of a responsible co-builder of society. This problem would not exist, if in practice no negative phenomena existed. But that is not possible, because people can and do make mistakes. It is thus necessary to distinguish those negative aspects which are the fault of specific people and not to consider them essential to socialism. We discuss these problems with our students, especially during meetings of study groups and when working with them individually. And this again represents another form of effective communist education at the department of mathematics.

We might conclude that the mathematical teaching subjects Mathematics Teaching for the 5th to 12th Classes, Mathematics

Teaching for the 1st to 4th Classes of Basic School and Teaching and Education at Schools for Youth Requiring Special Care, all make a significant contribution to education for peace and cooperation among nations and to the forming of a scientific worldview in students in general. At the same time they train students for their future role as educators, where they should never forget the above mentioned educational aspects of mathematics teaching. A ministerial research project in which 5 members of our department participate concerns problems of the worldview education of future mathematics teachers. Within the framework of this project, the influence of various teaching subjects on the forming of a scientific worldview is studied. A number of our teachers also participate in the research project „Modern mathematical education, conditions for its implementation and effective educational impact". I. Fišer in his Candidate of Science thesis, which has already been defended, also deals with worldview aspects of mathematics education.

It is evident that all the results achieved so far in studies concerning the worldview aspects of mathematics education which have been achieved at our department should be further developed and current events added. At present among such current problems a foremost place belongs to education for peace and cooperation among nations.

Written by RNDr. Danuše Kunovjánková

DEPARTMENT OF CHEMISTRY

Head of Department: Doc. Ing. Dalibor Vondrák, CSc.

The use of chemicals and chemistry, as well as the various uses of chemical products and processes in the whole national economy and in everyday life have become an increasingly important feature of the present period of development of human society. This fact, however, is accompanied by extremely important problems: Does the further development of the use of chemicals pose a hope or a threat to mankind? Will the implementation of our knowledge in chemistry make a positive contribution to future generations, or will it prove to be their undoing? Many people seek answers to these problems when striving to solve „global world problems" concerning food, raw material and energy sources, as well as the environment. But are these problems really the most important? Should we not in this context quote L. I. Brezhnev who said that the most important contemporary problem is the problem of war or peace?

These pressing problems are of course also reflected in the training given to future chemistry teachers. Specific forms, methods and media should be sought for implementing education for peace and mutual cooperation among nations.

Education for peace, for disarmament, for mutual cooperation and understanding among nations, as well as a clarification of Soviet peace policy should be carried out within the framework of teacher training in an organized and planned manner and not in the form of a single campaign; it should also appear throughout the course and not forcefully, but inconspicously. This education should include information on existing international problems, as well as domestic policy, current economic events and new knowledge achieved by science. Attention should also be devoted to the development and implementation of didactical teaching media which have so far been overlooked and the more extensive use of this component of communist education (the extended use of suitable transparencies, slide series, film loops, slide series accompanied by taped texts, etc.).

The rapid development of the natural sciences and the international nature of science require international cooperation, which however, has its negative, as well as positive aspects. An example of its positive consequences is the scientific research done by the Academies of Science, research institutes and universities in the USSR and the other countries which are members of the Council for Mutual Economic Assistance. This research concerns above all the peaceful utilization of science by various branches of the economy as in agriculture and the food processing industry, health care, as well as in veterinary services, the machine construction industry, the exploitation of minerals and their processing, energy production, the production of consumer goods, transporation, etc. Among the negative consequences, which are turning against the very existence of mankind, are the misuse of scientific knowledge for military purposes (the production of chemical weapons, the misuse of nuclear energy) and the irresponsible use of technologies which lead to a disruption of the equilibrium found in nature, to the pollution of the environment and to ecological problems. In this context not only the significance of international cooperation among scientists should be stressed, but also their collective responsibility (for instance the Pugwash movement, the Nobel Prize for Peace).

In implementing this component of communist education, besides the provision of information, which leads only to the passive perception of the information, priority should be given to formative procedures, where students are actively integrated into the educational and teaching process. In this context the special didactics of the given specialization are of principal importance. The didactics of chemistry clarify the importance of chemistry for the national economy and for all of society, its positive as well as negative impact, especially from the point of view of the environment, its importance for understanding and utilizing the laws of nature, the possibility of misusing knowledge in chemistry for military purposes and conversely, its importance for the defence capability of the country.

Students should become thoroughly acquainted with the new Project of the Czechoslovak Teaching and Educational System, com-

pare it with other important teaching projects, and become aware of the worldview effect of the subject and its importance. Students should be taught in such a way that they not only understand the required educational aspects of the subject, but that they are capable of including them into instruction and supervising the whole educational process in their spirit. The regular reading of Soviet literature and literature from the other countries which are members of the Council for Mutual Economic Assistance is very important in this context. Also information on the cooperation of specialists in various specialized didactics from the Pedagogical Faculty of the Charles University with their opposites in the other socialist countries (in research, for instance in a project to create textbooks and other aids, common publications on special didactics, etc.) is valuable, as well as information on international competitions as the culmination of extracurricula activities of children and youth (for instance the Chemistry Olympiad). The selection of topics for diploma papers should also be aimed in this direction; besides the formulation of teaching and educational objectives in various instruction forms, also the creation of pedagogical and technical parameters and functional models or aids should be included among them.

In conclusion we should like to stress that when dealing with our present task, we should, just as in other cases, always, ask ourselves three questions:

- What do we want to achieve?
- What procedures, methods and media shall we use to attain our aim?
- What results have we achieved, how have we attained our aim?

In our opinion in this context the final question is the basic one. This is the problem of verifying our hypotheses and planned objectives, the outcome of our work, the effectiveness of our teaching and educational work. Reserves exist in this area, which reveal the advantages and drawbacks of our work; on their basis we can seek new points of departure for improving the effectiveness of the teaching and educational process.

Written by Dr. Pavel Beneš and
Dr. Karel Holada

DEPARTMENT OF WORK EDUCATION AND INSTRUCTION TECHNOLOGY

Head of Department: Doc. Dr. Josef Novák, CSc.

The importance of peace should be constantly stressed and new generations educated for peaceful cooperation and the struggle for peace.

The purpose of the work done by a teacher of the subject Basics of Technology is to form in the young generation an understanding of technology which is the basis of polytechnical education; its aim is to teach pupils to be able to deal with reasonable technical problems and to educate them to be rational users and promotors of modern technology. Technology has penetrated all areas of human acitivity and is fundamentally changing our way of life in a positive manner. It is, however, also being used for military purposes, and for the large--scale pollution of the living environment on Earth. Society can counter this situation only by the use of just as effective technology which will maintain conditions needed for the life of humanity and by education aimed at achieving an understanding of the laws of social development, the forming of people's attitudes towards life and last but not least achieving an understanding of the danger which threatens mankind by the military use of the most modern products of scientific and technological progress.

For these reasons we strive in all the disciplines of the teaching subject Basics of Technology to provide instruction which is not merely a presentation of knowledge concerning technology and practical skills required for its use, but also education in the sense of communist education aimed at stregthening the positive ideas of peaceful coexistence and international cooperation in the utilization of technical progress. Allow us to cite some examples from among the whole range of disciplines included in Basics of Technology:

In the discipline Graphic Communication in Technology these problems are reflected in the section on standardization (for instance

the activities of the UNO subcommittee on standardization, the international nature of standards, GPL and GOST standards, etc.). Here specific examples of what mutual understanding and friendship among nations can achieve and their significance for maintaining peace can be shown. This also holds true for that part of the course which deals directly with the information system, i. e. above all with technical information, the storage and retrival of technical documentation and the use of internationally comprehensible symbols. We also point out that technology can be misused, the danger of an overtechnisized world and its dehumanizing aspects. All these facts are integrated into the subject–matter and taught in such a way that they form an organic whole with it. Similarly, in the discipline Principles and Systems in Technology, especially in the section devoted to energy producing machines and energy we explain the importance of international cooperation in the utilization of energy resources, raw material resources as well as the importance of cooperation in research and development from an economic point of view.

In the discipline Materials and Technology we stress mutual cooperation among nations in the utilization of natural resources for assuring the basic needs of mankind, as for example in the gas and oil pipelines from the USSR and in the division of labour in the production of machines and facilities where specialization within the framework of the Council for Mutual Economic Assistance is taking place in the production of some products. We also explain other forms of cooperation among the countries of the Council for Mutual Economic Assistance and other countries in the world, especially as far as problems of nature conservation and environmental control are concerned; we also point out the dangers of the excessive exploitation of natural resources, the devastation of the landscape and pollution of the environment.

In the discipline Electrotechnology, in the section devoted to the production and distribution of electrical energy, the teaching syllabus contains a chapter concerning the joint electric power grid of the European members of the Council for Mutual Economic Assistance called Peace, whose headquarters are in Prague. Friendship among

nations is also fostered within this discipline on the basis of joint industrial ventures such as cooperation in the output of a uniform series of asynchronous electric motors.

In teaching topics concerning communication media based on electronics we stress the importance of these media for strengthening friendship among nations.

Electrotechnical and electronic facilities also form an important component of weapons systems in the member countries of the Warsaw Pact. We explain to students how the excellent quality of these facilities helps to maintain equilibrium in weapons between the NATO countries and the Warsaw Pact countries and in this way contributes to maintaining peace.

The discipline Automation and Cybernetics provides a favourable opportunity to demonstrate the utilization of international cooperation and to promote the struggle against war. Already in the introductory lectures of the course, where we acquaint students with the historical background, development and basic principles of cybernetics, we stress the great importance of international cooperation in the development of theoretical cybernetics, as well as the development of its practical applications. In an interdisciplinary field, such as cybernetics doubtlessly are, this is a necessity, as the examples of cooperation between professor Wiener and academician Kolmogorov clearly show. In the course of further instruction students become acquainted with a whole series of practical applications of cybernetics, but also with the possibility of its misuse, especially in military applications – for instance in amplydynes, electrical servomotors, telemechanics; we also point out the huge cost of the relevant automated systems, which should be used exclusively for peaceful purpones. Lectures and seminars devoted to regulation systems, especially static regulation systems of a higher order, without a time lag, demonstrate and stress this need very clearly. Also the field of computers provides many opportunities for promoting international cooperation; best known is the JSEP system formed within the framework of the Council for Mutual Economic Assistance. In a lecture devoted

to analogue computers, the counterpoint of their use for information processing which can then be used either for controlling the ballistic paths of weapons systems or for the modelling of physiological processes in the human body, is strongly stressed.

The lectures, seminars and practical excercises devoted to the discipline Basics of Technology are concieved in such a way that students not only passively receive the relevant specialized information, but that on the basis of backfeed they are led to react positively and to become aware, as future university graduates, of their own, even if small, responsibility for the future fate of mankind on this planet and for maintaining and defending world peace, for disarmaments and a lessing of international tension.

Written by Ing. František Mošna

DEPARTMENT OF MUSICAL EDUCATION

Head of Department: Doc. Dr. Oldřich Kadlec, CSc.

We consider musical education to be one of the subjects which is above all of a formative nature and which through its reliable methods and by the opportunities it provides can make an important contribution to student's worldview, to their internationalist feelings and their strivings to preserve peace.

Music, just as all the arts in all historical ages, has reacted with great sensitivity to the development of society, has reflected the thinking and feeling of people at a specific time in history and has in turn influenced them. Music has always been and continues to be closely linked to life.

Music has a significant role to play in the life of every nation and it has also become an ally and important factor in the education of socialist people, in the forming of their life style and worldview. In this way music makes not only the relations among people but also among nations more meaningful.

Every musical composition, on the basis of its content and means of expression, causes the listener to take a stand, rationally, but above all emotionally. And it is in the area of emotions where a person's attitude to life and to the world are expressed. A work of art is an image and also an expression of the world and life; through it we perceive them. Hence music is a specific form of the cognizance of reality. The student in contact with a work of music is forced to think through and assess various situations in life and in this way a musical compositon motivates the emotional, as well as volition areas of his mentality and provides him with incentives for becoming socially committed, for instance in the struggle against war and for maintaining peace.

In the history of music, when analysing various compositions, as well as in discussing music for children and youth, our considerations

are based on the assumption that for achieving a full understanding of the idea found in a composition and for fully experiencing it, we must know about its socio–historical background and about its place in the history of mankind. Because of this, music has a significant contribution to make to education for socialist patriotism and proletarian internationalism. The compositions of Bedřich Smetana, of Russian and Soviet music, the music of the socialist countries all serve this purpose. Above all, music inspired by the Great October Socialist Revolution, the Great Patriotic War, the liberation of Czechoslovakia by the Soviet army or the victory in February 1948 all have an important role to play in this context.

On the basis of the history of Czech music we can clearly show that a longing for peace and themes opposed to war are very strong throughout its development and that these themes are also typical characteristics and traits of our music. Already one of our oldest Czech religious songs, „Hospodine, pomiluj ny" (Lord, have mercy on us), expressed a longing for peace. The text of this song, from the beginning of the 11th century, also has the following words: „Uslyš, Hospodine, hlasy naše, dej nám všem, Hospodine, žizň a mir v zemi" (Lord, hear our voices, give us, Lord, life and peace on Earth), where the singers ask for a good harvest and peace. Also the content of our second oldest extant religious song „Svatý Václave" (Saint Wenceslas) from the 13th century, concerns the longing for peace. Zdeněk Nejedlý has correctly identified the moral values of the nation and its philosophy to be concentrated in music, because music is the art form most advanced and most beloved by our people. In this context Zdeněk Nejedlý considers the Hussite hymns, Smetana's „My Country" and his opera „Libuše" to represent the political programme of the nation. Many of the hymns and chorals of the Hussite revolution in the 15th century very clearly express the peaceful nature of this movement, which was essentially defensive and not offensive.

Further testimony to peaceful endeavours in our music is the Saint Wenceslas Mass by Adam Michna from Otradovice, which was composed in the period following the defeat at White Mountain in 1620; in the mass, the hymn Kyrie is based on the theme of Dona

nobis pacem – Give us peace, which is repeated as the culmination and finale of the whole composition.

Anti–war themes are also clear in the work which founded Czech choir singing – the song „Utonulá" (The drowned girl) for a mens' choir by Pavel Křižkovský, composed in 1848 to the words of an east Moravian folk ballad, which begins with the words „Bude vojna bude, kdopak na ňu pujde?" (War is certain to come, but who will fight it?). Also one of the four compositions for a mixed choir composed by Vítězslav Novák in 1900 to the words of folk ballads is called „Nešťasná vojna" (Unhappy war).

Among compositions with a strongly anti–war bias is the best known of Otakar Ostrčil's operas „Honzovo království" (Johnny's kingdom), composed in 1933 and based on fairy tale by Leo Tolstoy. Its heros are the symbolic characters of Honza (Johnny) and his two brothers, a business man and a military officer. The latter two enjoy militarism and want to enslave mankind through war, while Honza is on the side of the people and peace. During combat, ordinary soldiers realize whom they are fighting against and they sing „jen pro prospěch pánu se bit nebudu" (we shall not fight only for the advantage of our superiors). In the period when World War II was being prepared by Nazi Germany, this opera represented a strong voice against war and imperialism and today it is still a timely political challange.

Also the productions of stage director E. F. Burian, based on folk songs and dances, called „Vojna" (War) in 1935 and „Láska, vzdor a smrt" (Love, war and death) in 1946, were a call against the imperialist foment of war. The ballet „Krysař" (The Pied Piper), composed in 1939 by Pavel Bořkovec as a protest against oppression by of the occupants also belongs the this tradition.

The optimistic songs of Jaroslav Ježek became extremely popular; they included „Svět patří nám" (The world belongs to us) in 1937, „Proti větru" (Against the wind) and the play „Těžká Barbora" (Heavy Barbora) with the song „David a Goliáš" (David and Goliath) in 1937, which were outspoken protests against the rise of German militarism at that time.

Among compositions with an anti–war message are also „Legenda o mrtvých vitězich" (The legend of the dead victors) from 1920 by Josef Suk, which was devoted to the memory of those who died in World War I and the symphonic poem „De profundis" by Vitězslav Novák from 1941 which carried the following dedication by the composer: „Dedicated to the suffering of the Czech nation under German terror". We are always greatly moved by the compositions of the classic composer of Czech 20th century music, Bohuslav Martinu; his „Double Concert" which echoed the tragic events of the Munich agreement in 1938 and „Memorial to Lidice" which commemorates the burning of this village by the Nazis, are cases in point.

After the liberation in 1945, Czech and Slovak music flourished. The struggle against fascism and recollections of the sufferings of the Czech nation, as well as the joy of liberation by the Soviet Army are reflected in a number of compositions. Allow us to enumerate at least the most important: The cantatas „Stalingrad", „Rozkaz č. 368" (Order No. 368) and „Buduj vlast, posilíš mir" (Build you country and strengthen peace) by Václav Dobiáš; Seidl's „Odkaz Julia Fučíka" (The legacy of Julius Fučík) and „Vzkaz živým" (A message to the living); Felix's „Symfonie na slova Marie Kudeříkové" (Symphony to words by Marie Kudeříková); Kučera's „Lidice"; Lidl's „Hic homo sum"; Hruškovský's cantata triology „Proti smrti" (Against death); Zelienka's cantata „Oswieczym"; Zimmer's oratorium „Mrtví se nevrátí" (The dead shall not return) and J. F. Fischer's opera „Romeo, Julie a tma" (Romeo, Juliette and darkness) which is against fascism, racial descrimination and war.

An important and integral part of contemporary Czech music are vocal opuses with subject–matter concerning peace and against war, such as for instance Pauer's „Volám vás, lidé" (I call upon you, people), Flossman's „Tři zastavení" (Three stops); Lidl's composition „Tluče bubeníček" (The drummer is drumming) and Ceremuga's „Český zpěv" (Czech song) and others.

In the most recent period a number of large symphonic compositions are played, with a philosophical and political content, which

stress cooperation among nations and the ideal of a new age without wars. Among these are Havelka's cantata „Chvála světla" (In praise of light); Jirásek's „Zpěv o planetě jménem Země" (A song of the planet named Earth); Sommer's „Vokální symfonie" (Vocal symphony); Jirků's „Zpěv těchto dnů" (The song of the present); Bárt's „Zpěv nového věku" (Song of a new age); Kořínek's oratorium „Atlantida"; Očenáš's cantata „O zemi a člověku" (About the land and man); Páleníček's „Poema o člověku" (The poem of a man); Tausinger's „Sinfonia bohemica"; Kučera's „Spartakus"; Kalbis' Symphony No. 2 „Pacis" and others.

All these compositions by our composers are artistic communications, which while maintaining their specific nature, contain the truth and hence have the force not only of cognition, but also of influencing the thoughts and emotions of the listener.

Also in the history of music we find a number of outstanding compositions dealing with the themes of peace and against war. Thus for instance Händel's oratoriums obtain their grandure from the choir, because it represents the people, their actions and feelings. Thus in the oratorium „Belsazar", the choir sings „Never more war and slavery", while in the oratorium „Judah Maccabee" the people call „Come, oh sweet freedom".

The greatest contribution to education for mutual cooperation among nations was made by the 9th Symphony by Ludwig van Beethoven, especially its final „Ode to Joy", sung to the words of a poem by Fridrich Schiller. In this composition the composer declares his longing for the affinity of all people, for their mutual love and peace: „Embrace ye millions, kiss the Earth, our ancient world".

No wonder this composition has become the symbol of the Prague Spring music festival; it is always played as the culmination of the festival and represents the motto of the festival: „Through Music Towards the Brotherhood of Nations and Understanding Among All People."

Among the composers of the 20th century we should mention the highly impressive work of A. Schönberg „The Survivor of Warsaw", about the Jewish uprising in the Warsaw ghetto in 1944, as well as the anti–militaristic compositions „The Soldier's Tale" by Igor Stravinski; B. Britten's „Sinfonia de Requiem" composed in memory of the victims of the bombing of London; Honegger's 3rd Symphony, called „Lithurgical", with its third movement „Dona nobis pacem" and its beautiful musical description of peace; Milhaud's „Peace Cantata", in memory of the victims of concentration camps, and others. Among contemporary Italian composers we should mention Luigi Nono and his compositions „Warning from Guernica", „On the Bridge in Hiroshima" and the cantata „Interrupted Song" to words from letters received from fighters against fascism who had been sentenced to death. In Polish music an outstanding work is Penderecki's „Threnos for Hiroshima" composed to commemorate the victims of Hiroshima.

In Soviet music, outstanding compositions with anti–war and peace themes include, among others, the following:
S. Prokofiev's cantata „Alexander Nevski", the operas „War and Peace", „Story of a Real Man" and „Simeon Kotko" and the cantata „On Guard for Peace".
D. Shostakovich's 2nd Symphony at the occasion of the anniversary of the Great October Socialist Revolution, the 7th „Leningrad" Symphony, and the 10th symphony which concerns basic human values such as peace and freedom.
Aram Khachaturiyan's 2nd „Bells" Symphony.
Yuriy Meytus – the opera „Young Guard".
Kirill Molchanov – the operas „The Dawn" and „The Mornings are Quiet Here".

Education for mutual cooperation among nations can also take place through folk.songs, where by achieving an understanding of the logic of musical folklore in our own nation, our students are led to understand the musical cultures of other nations, especially those we are friedly with. Folk songs reflect the thinking, ethics and world-view attitudes of the people. They document their revolutionary

thinking, their hatred of war and violence, their joy in life and longing for life in peace. Students can be influenced and their thinking and feeling can be formed by a suitable selection of folk songs.

But even disciplines like Singing Education, Teaching a Musical Instrument and Choir Singing are not without significance in implementing education for mutual cooperation among nations and the struggle against war and for maintaining peace. Progressive singers and outstanding representatives of the post–war peace movement should be pointed out, such Dean Reed or Paul Anka, or Paul Robeson, a committed fighter for peace and the equality of nations and races. Also by the selection of compositions used for teaching pupils how to play an instrument or sing or in choir singing the student and future teacher can unobtrusively demonstrate how music has, since time immemorial, reflected and symbolized the idea of peace, mutual cooperation and understanding among nations.

V. A. Sukhomlinskiy in his book „O Vospitanii" (On Education Moscow, 1973, p. 164) quotes an old Ukranian proverb: „When a person has a violin in his hands, he is incapable of doing harm. Evil and real beauty are incompatible". In a similar vein the choir festival held in the Italian city of Bergamo–Clusone, in which the Choir of Prague Teachers participated, had a peace message; it was held under the motto „Where there is Singing, there is no Shooting". And we really must stress that foreign exchange trips between our student choirs and ensembles and their opposites in other countries represent an important factor in strengthening friendship and mutual cooperation among nations.

Also various festivals and competitions serve the purpose of strengthening cooperation among nations, as is the case for instance in the competitions organized by the Czechoslovak–Soviet Friendship Society, called Songs of Friendship or About the Country Where Tomorrow Already Means Yesterday, as well as the Festival of Committed Political Songs, held annually in Sokolov, etc. Also concerts and various performances given by student choirs and orchestras or individuals, at the occasion of various political anniversaries and

events, represent the active participation of students in the struggle against war and for maintaining peace, because the majority of the compositions performed concern this subject—matter.

From what has been said it follows, that in teaching the various disciplines which together represent teacher training for musical education at our department, as well as in the extracurricula activities of our students and the activities they participate in outside the school system in the field of art and culture, education for mutual cooperation among nations, for the struggle against war and for maintaining peace is always implemented, be it through the medium of education by music or for the teaching of music.

Written by Doc. Dr. Oldřich Kadlec

DEPARTMENT OF VISUAL ART EDUCATION

Head of Department: Doc. Dr. Raoul Trojan, CSc.

Teacher training students majoring in visual art education will in their future professions be teaching one of the components of communist education. Just as every teaching subject, it also includes a political and socialist humanitarian aspect of approaching the world. It reacts in an organic manner to all political events, among which defence of peace and cooperation between nations has a primary place. In war, everything which the visual arts have created is destroyed or negated and hence education for peace is a natural component of our teaching—subject. Such education is effective if it is undertaken in an unobtrusive manner, not from the outside, but rather based on the innermost needs and interests of the young generation; for this reason in the process of education we stress the creation of values and the threat that war poses.

Art education strives towards the understanding of a very specific language which is international and which contributes to mutual understanding among nations. Within the framework of this paper we are unable to enumerate all the ways which are effective in educating for peace, for general diarmaments and understanding among nations. We shall therefore discuss only some aspects, especially as they appear from the point of view of the two groups of disciplines we teach; practical art instruction and theoretical education.

In the various practical art disciplines the subject—matter taught is very suitable for peace education, since the work done by students is highly formative. The specific nature of art work done by students makes it possible to achieve in these disciplines a high degree of organic integration of all aspects of education for peace and understanding among nations.

Thus in the subject Drawing and Graphics, the parallel explanation of the meaning of a work of art from the socio—political point of

view of is important. The progressive nature of many graphical works found in our and world art, as well as the anti–militaristic traditions existing in this area, as represented for instance by F. Goya or Kathe Kollwitz and others, are studied. Book publications are successfully used in this context, as well as art journals and/or exhibitons.

Also in the subject Painting the basic available literature is used, and is supplemented with showing and discussing the progressive and anti–war work of artists of world fame, for instance Picasso's „Guernica". On the basis of such works of art the connection between the creation of a painting and the rise of fascism and the contribution made by progressive forces throughout the world in the struggle against it during the period of the Civil War in Spain are explained. V. Sychra's „The Face of Fascism – Almeria", painted immediately before the occupation of Czechoslovakia by the Nazis, the cartoon „Ležáky" inspired by the extermination of this village, the decorations of the National Memorial on Žižkov in Prague devoted to the liberating Red Army, the paintings of J. Brož, Pelc's political cartoons, the paintings of Otčenášek aimed against war, Čapek's „The Fire", etc. can all serve as examples of such art. In any case there is probably not a single important painter who did not express his own attitude to the problem of war and peace in some of his work. Students are gradually led to understand the laws governing art which cause every progressive artist to feel the need to use his own form of expression against the dangers posed by war and the threat to peace.

Also students' own art work provides possibilities for the implementation of these aspects; for instance when painting or drawing subject–matter concerning the celebrations of Mayday or the theme of a child's world – his family, mother and life in peace. Such themes contain a strong educational element bacause they take a stand against war and for the positive values of a life in peace.

In the subject Composition, the subject–matter of the above mentioned disciplines is combined and integrated. Themes which are related to life in peace and the work of socialist people are given priority when giving students assignments, as well as in the indepen-

dent work done by students within the framework of Student Scientific and Professional Activities. Such themes as the memory of those killed at the Kobylisy shooting range during the Nazi occupation or the themes „My Contemporary", „Life Under Socialism", etc. are often used.

By the selection of assignments for seminars held in this teaching subject, students are orientated towards systematically becoming acquainted through publications and exhibitions, with progressive art both at home and abroad, which by being committed, stresses various aspects of the struggle for peace. Thus a study of these works of art, as well as the students' own art work lead towards an understanding of art as an important instrument in strivings for peace.

The discipline Spatial Creativity develops and extends aesthetical and visual perception to the area of applied art, the environment, promotion graphics and industrial design. In this course it is especially important to achieve in students an understanding of various aspects of conserving and forming the environment and a socialist life style. The creation of various objects of material culture, as components of the environment, have required the exertion a great deal of physical and mental power, and for this reason students should be led towards conserving these values for the good of mankind, as well as protecting them against war, which would destroy not only all these values but also mankind itself.

In the discipline Decorative Composition and Lettering the political poster is a theme which is extensively used in education for peace, since posters are something we encounter every day. They belong to the type of art work which influences a very broad spectrum of the public. The range of their impact – at the factual, artistic and moral level – is enormous.

Among the posters produced after 1945 above all those devoted to the victory of the Soviet Army over German fascism are filled with true pathos, which documents the historical moment of liberation, as well as the resolution to continue in the development of our culture

under newly formed conditions. Also in the field of contemporary posters outstanding artists, such as Libor Fára, Karel Vaca, Milan Grygar, Jaroslav Šváb, Zdeněk Seydel and others have created work dealing with peace, disarmaments and cooperation among nations.

In postage stamp graphics the series „Fighter against Nazism and Fascism during the Occupation" by V. Fiala, as well as K. Švabinský's stamps to commemorate the Belgrade Conference on Security and Cooperation in Europe, the work of V. Sivko, F. Hudeček and Švengsbir's stamp series „The Czechoslovak Peace Defenders Congress", as well as the work of J. Herčik, J. Liesler, J. Lukavský and others concern our subject.

Other extensive opportunities for education for peace are provided by assignments concerning graphic forms of agitation and propaganda.

In the subject Teaching Art Education which concerns all types and levels of schools constant and purposeful attention is paid to exerting a direct formative influence upon the student and his social, cultural and moral attitudes, as well as to the transfer of the principles of worldview education into the student's future educational and public activities. Education for peace is closely connected and logically follows from these activities. By comparing the themes of children's drawings made in times of peace, with those made in times of war suffering, an opportunity for furthering education for peace in an unobtrusive and yet effective manner is provided.

Lettering is an important instrument which provides opportunities for further education and the development of abilities and at the same time captures permanently the ideas, judgements and values of our cultural heritage. It can make a significant contribution to the cultivation of the personality since it provides opportunities for penetrating areas otherwise not open to it, which are the domain of emotions, beauty, love – all qualities which are indispensible in the education of a person in our humanitarian tradition.

The participation of members of our department in various juries in drawing and painting competitions for children, such as the „Lidice Rose", „Children and Peace" or „Aleš's Land" also make an educational contribution.

The discipline of the Theory and History of Art makes use of the contrast between the historically created accumulation of artistic values and their violent destruction in times of war. The students, by studying extensive documentation in this area, are led to have a respect for our national cultural heritage, but also to have a respect for the culture created by other nations. In sections of the course devoted to the conservation of historical monuments they acquire a correct attitude towards material and spiritual culture, which represents the heritage of past ages of the whole world.

Education for peace, disarmaments and cooperation among nations can be so extensively developed by our department because aesthetical education, of which art education is a component, has all the prerequisites for this task. Education for peace is thus a natural component of instruction, since it follows directly from the subject. To percieve the world in an aesthetical manner assumes above all to be educated in all apsects of humanity. And to be humane assumes an understanding of life, accompanied by the will to serve mankind to a maximum degree; to be human thus means to contribute to the progress of mankind and also to devote our best qualities to this process. Human progress is not, however, possible without life in peace and without mutual cooperation among the nations of the whole world.

Written by Dr. Jana Lamserová

DEPARTMENT OF PHYSICAL TRAINING

Head of Department: Doc. Dr. Jiří Žižka

Physical culture represents one of the specific areas of the multi--facated activities of a socialist society, in the process of which a person interacts with his social and natural environment, contributes to the creation of the material and spiritual values of socialism, the formation of the biological and social aspects of his personality and to the strengthening of socialist relations.

In physical culture we find a dialectical unity of relations which express general characteristics typical for a social category, as well as currently existing relations which follow from the mutual interaction of social phenomena. Socialist physical culture is developed and functions within the structure of the socialist way of life and is thus determined by socialist productive, class, ideological and political relations. A precise definition of the hierarchy and dynamics of existing relations in physical culture within the structure of a socialist mode of life is a complex problem. This is because within physical culture there exists the mutual intermingling of relations between man and nature, man and society, as well as relations which are the outcome of the mutual linkage and mutual dependency of functions of individual components and elements of a socialist mode of life. The attitudes, activities and behaviour of individuals within physical culture make apparent and more profound their relationship to ideological and political problems, to work, to problems of education, teaching, culture, to the Communist Party, to their socialist motherland, to the countries of the socialist commonwealth, to other nations and towards the sportsmen and athletes of foreign countries, to the spirit of proletarian internationalism and peaceful coexistence, as well as their relationship towards their families, co--workers and fellow citizens. In physical culture also the relations of the individual towards himself, the state of his own health, education, his way of life, improving his physical fitness, towards his critical assessment of his own attitudes, behaviour and the results of his own work are manifest.

The direction, depth and positive nature of the relations created between the individual on the one hand and society and/or his co—workers on the other, are the outcome of the quality of the supervision devoted to the teaching process, in our case on the quality of the physical education process itself and the implementation of suitable forms of political education, as well as the content and availability of information concerning physical education, sports and tourism. Dealing with these very complex problems is part of the theory and practice of physical culture as a part of the teaching subject Physical Education for Teacher Training Students.

During the present stage of worldwide developments the struggle between two ideologies, Marxism—Leninism and bourgeois ideology, is achieving increasingly sharp forms. The demands made by this ideological struggle require an improvment in the quality of teacher training, which can be achieved by extending the Marxist—Leninist education of students and improving their socialist convictions and professional knowledge. The struggle between both ideologies is now concentrated in the struggle to maintain peace. In this context, physical education as a component of communist education, has a significant political role to play. It has its very important place under existing conditions of economic, social and cultural competition. The development of cooperation between physical education organizations of countries with differing social systems and sports competitions in which athletes from the socialist, capitalist and developing countries participate, offer a clear and convincing example of competition by peaceful means. Bourgeois ideology on the one hand attempts to prove that sports are incompatible with politics, and promotes and seeks various reasons to sustain the motto „sport without politics". On the other hand the representatives and theoreticians of bourgeois physical education in recent years openly stress the political function of physical education and sports and strive to make them into effective instruments of anti—communist and anti—Soviet education. This fact is part of the strategy of imperialism which attempts to use all areas of social life, including the area of physical culture, for its anti—communist campaigns.

All these ideas are concurrently explained in teaching lessons devoted to practical and theoretical physical culture. Within the framework of teaching theoretical disciplines we include in historical sections concerning the development of various disciplines also problems concerning education for peace; we also discuss with students the development of international sports contacts and their significance from the point of view of furthering understanding among nations. As examples we cite outstanding politicians and statesmen. In this way we for instance use a speech made by L. I. Brezhnev before the meeting of the Olympic Committee in 1962: „The Olympic Charter expresses the will of sportsmen and athletes throughout the world to contribute to the creation of an atmosphere of trust and good will among nations and for the building of a better and more peaceful world . . . ". The Olympic Games in Moscow provided a specific example of the struggle between the forces of peace and those against peace. During their preparations and in the course of the games themselves it was possible to specifically document the strength of peaceful forces among sportsmen and athletes and at the same time the anti–peace intentions of some bourgeois politicians in the field of physical education and sports.

Another significant event, on the basis of which it was possible to document the peaceful strivings of our people, was the participation of our students and educators in the preparations and execution of the Czechoslovak Spartakiad in 1980. Such physical culture events provide opportunities for longterm ideological work. We consider the very essence of organizing this large–scale peace celebration, which is a unique form of social expression, to be ideological and political. The essence of its ideological and political impact is the fact that the participants in the large–scale gymnastic excercises express the relationship which both organisers and participants have towards the building of a socialist society, towards their socialist motherland, the Communist Party of Czechoslovakia, international friendship and towards all progressive nations. At the informal level, participation is an expression of the determination, ability and readiness of the participants to defend peace in case of need.

In a similar vein, also other activities of an ideological nature are used in the process of physical education, such as large scale marches to honour the memory of the Dukla operation during World War II, the marches called „In the Footsteps of the Slovak National Uprising", „50 kilometers through the Jizerský Mountains", as well as participation in the 17th November Race or in the International Peace Marathon held in Košice. Participation in these and similar physical education and sports events provides teachers with extensive opportunities for systematic political work. In the course of such events the strivings of our people to live a live of peace are specifically demonstrated.

This ideological influence is strongly suppofted by the concept of the interior decorations of the facilities belonging to the Department of Physical Education, expecially at the Faculty building in Brandýs. Here we also have bulletin boards which regularly bring articles on sports and feature stories which contain comments concerning the implementation of peaceful ideas in the area of physical education, sports and tourism. Also meetings with outstanding members of Czechoslovak national teams, for instance the participants of the Olympic Games in Moscow, participants of the Peace Bicycle Race, The International Peace Marathon in Košice, the creators of and participants in the Czechoslovak Spartakiad, etc. are made use of for similar purposes. Regular meetings held between our student athletes and students from Potsdam in the German Democratic Republic at the occasion of friendly sports competitions, are also part of our systematic ideological work.

In view of the social gravity of problems pertaining to peace, we at the Department of Physical Education concentrate on various significant physical education and sports events of a national and international nature, where we can specifically document the strivings of our people for a life in peace.

Written by Doc. Dr. Jiří Žižka

DEPARTMENT OF LANGUAGES

Head of Department: Doc. Dr. František Doskočil, CSc.

The Department of Languages at the Pedagogical Faculty of the Charles University offers language courses in Russian, English, German and French, not only at the Pedagogical Faculty, but also at the Natural Science Faculty, the Faculty of Mathematics and Physics and at the Faculty of Physical Education and Sports.

Besides providing basic language training for the students of the above mentioned faculties, the staff of our Department also strives to further extend their active knowledge of languages and therefore acquaints students with the life and institutions, as well as the contemporary political, cultural and social events taking place in the countries whose language they are learning; in this context also comprehensive and purposeful political work is done.

Already the basic aim of the Department – the teaching of foreign languages – which includes the ability to understand and speak the language in question and to become acquainted with the life and institutions of the given language area and hence to mediate the culture of our own nation, provides the opportunity to persue one of the most important educational objectives: education for socialist internationalism, mutual cooperation and understanding among nations and thus at the same time also education for the struggle for peace and maintaining permanent peace on Earth.

The greater part of our teaching at the above mentioned faculties has the form of specialized language training which includes reading specialized texts and has the form of students studying the terminology of their major subject of study in the foreign language. Many of these texts, thanks to their ideological content, seem to be preordained for use in education for mutual cooperation and understanding among nations. Thus for instance a part of the German Language textbook for students majoring in geography, biology and chemistry, which is

used at the Natural Science Faculty, contains texts and articles on specific problems of mutual cooperation of progressive scientists in the peaceful utilization of nuclear energy, the conservation of the natural environment and providing mutual economic assistance among different countries.

Similar texts, concerning the countries of the so-called Third World, as well as those concerning air pollution, racial policies, etc. can also be frequently found in English language textbooks used at the Natural Science Faculty.

A French language textbook used at the Mathematics and Physics Faculty offers texts concerning long-term cooperation between France and the Soviet Union in the space program, as well as biographies of great French mathematicians and physicists (Marie and Pierre Curie, Lavoisier, Gay-Lussac and others) which can very well be used in education for mutual cooperation and understanding among nations.

At the Faculty of Physical Education and Sports we consider the very fact that athletes and sportsmen are being taught, to warrent the inclusion of anti-war topics into the teaching and educational process, since sports competitions strengthen an atmosphere of friendship and mutual cooperation among nations. Especially such sports events as the Olympic Games or the Peace Bicycle Race, which are of a clearly anti-war nature and make significant contributions to strengthening peace on Earth.

Students at the Pedagogical Faculty of the Charles University who major in the humanities are given reading assignments from a selection of progressive German authors (B. Brecht, B. Apitz, H. Kant), or English-writing authors (James Aldridge) and French authors (R. Rolland, H. Barbusse, Antoine se Saint-Exupéry); here we especially stress the humanitarian and anti-war stands of these authors.

Various texts used in teaching the Russian language provide exceptional opportunities for the struggle against war and for achieving

understanding among nations, since here the language and literary knowledge of the students, as well as their knowledge of Russian and Soviet life and institutions are of a much higher level, when compared to the other languages.

The conversation part of language lessons provides outstanding opportunities for education for mutual cooperation in the struggle against war and for maintaining permanent peace in the world. Here our instructors use the Communist party press from this country (Rudé právo) and the Soviet Union (Pravda), as well as the progressive press from Britain (Morning Star), Germany (Neues Deutschland) and France (L' Humanité) to discuss current events both from a language and an ideological and educational point of view. At the beginning of each teaching lesson, instructors in the different languages discuss with students current problems connected with the international situation. The students themselves prepare short items concerning the political, cultural or social life of our country or the relevant language area or they prepare brief written and/or oral assignments on such topics as the struggle of the working class for social progress, the national liberation struggle of the developing countries, their cooperation with the Soviet Union and the other socialist countries, etc.

Our instructors also devote attention to all important anniversaries concerning Czechoslovakia, international anniversaries and those listed by UNESCO and discuss them with students in the relevant language.

Such political and cultural anniversaries as the Great October Socialist Revolution, the founding of the Soviet Union, the founding of Czechoslovakia and the German Democtratic Republic, the founding of the Communist Party of Czechoslovakia, the May 1945 events in Prague, International Women's Day, the anniversaries of the births and deaths of V. I. Lenin, J. Fučik, J. A. Comenius, J. Effel, Theodor Dreiser, Jack London and others can also be used for the promotion of peace, the struggle against war and mutual understanding. For these and other anniversaries our language teachers prepare various materials for use in class which are published in language and methodological journals for teachers in basic and secondary schools.

Just recently our Russian language teachers have written a textbook called „Přínos ruských a sovětských vědců k rozvoji přírodních věd" (The contribution of Russian and Soviet Scientists to the Development of the Natural Sciences), in which students can become acquainted, in an interesting and popular manner, with the biographies of outstanding scientists, mathematicians, physicians and natural scientists; in this way they acquire at the same time a more immediate relationship to the language they are studying.

Added to this, Russian language teachers also organize students' subscriptions to Soviet newspapers and journals; our department in this school year has found already 485 subscribers. Russian language teachers make use of the Soviet press both in lessons and for assignments in students' home reading. In this way they for instance make use of the journal Ruský jazyk (The Russian Language), where a special Language Column deals with such topics as Party Congresses, Peace Programs, etc.

Thus we see that in the course of learning foreign languages there are numerous opportunities for education for mutual cooperation in the struggle against war and for maintaining permanent peace in the world, both in specialized training and in excercising language skills. The teachers of our department use these opportunities in a purposeful and responsible manner.

Written by Zdeňka Zápotocká

DEPARTMENT OF RUSSIAN AND NON–SLAVONIC LANGUAGES – SECTION FOR LANGUAGE AND SOCIAL SCIENCE TRAINING OF EXPERTS

Head of Section: Prof. Dr. Josef Vlček, CSc.

UNESCO's highly commendable activities in the area of education for peace and cooperation among nations, to which the Charles University and its Pedagogical Faculty in Prague provide significant support, are spontaneously welcomed and actively supported by all members of the Section for the Language and Social Science Training of Experts. Our teachers give their unequivocal support to those who in our own country, as well as in the other countries of the world, are aware of the increasing danger of an unimaginable war catastrophe and who are fully aware of their moral obligation to arouse people on all continents to save mankind and its civilization, while there is still time. They do so because as educators all their activities are aimed at the education and teaching of new generations, whose future is uppermost in their minds, not their destruction. Their professional work is concerned with the teaching of languages, that is subjects whose very essence it is to serve the forming and development of contacts among people, to contribute towards getting to know each other in a more profound way, understanding and respecting each other and thus forming the conditions for mutual understanding and peaceful coexistence, as well as cooperation for the good of all. Both these aspects, i. e. an awareness of the shared responsibility for the future of new generations on the one hand and the function of language as for the time being the most perfect instument of communication among humans on the other hand, represent factors which also in the language and social science training of Czechoslovak experts can very effectively contribute to the spreading and strengthening of the ideas of peace, all the more so, since the graduates of this type of training will work far beyond the borders of their motherland, as the bearers of the ideas of progress and peace.

The potentially high educational and teaching value of foreign language instruction for children, youth and adults, is now generally

acknowledged and in its specific manner it is, to a certain extent, irreplacable. The learning of a different and from the mother tongue distinctive system of communication, a different language method and hence also different thought associations, patterns and means of expressing ideas, as well as learning the different specific content of notions and their relevant language characteristics, which reflect not only the present, but the whole history of the given nation, including its cultural heritage, all this together with a differentiated approach to extra—linguistic realities from the point of view of selecting a language medium, not only provide the opportunity, but seem to force the student to excercise and sharpen his attention and insight, to improve his logical thinking, memory and to extend his knowledge concerning the immediate, as well as more distant world.

Thus we see that foreign language instruction leads not only to the learning of practical speech and communicative skills, but also to gaining knowledge on the life of the nation or nations which use the given language and their geographical, economic, political and cultural conditions, their customs, traditions, activities or patterns of behaviour, i. e. phenomena which are historically determined and which in an explicit or implicit manner are apparent in language communication, including extra—linguistic phenomena, which accompany language communication. By reading or listening to correctly chosen texts, or possibly in combination with suitable illustrations, by the analysis, comparison and synthesis of individual ideas and phenomena, the student is able to develop his intellect, learn to distinguish the essential from the subsidiary, to assess critically and take stands and to precisely understand and thus sharpen his sense of what is ethically and perhaps also aesthetically valuable. Many of these activities on the part of students in the course of language instruction, especially those during which a confrontation between the foreign language and the student's mother tounge occurs, also contribute, either directly or indirectly, to a better mastering of their own mother tongue.

The brevity of this paper does not allow us to deal in detail with individual aspects and the educational and teaching opportunities which are typical for foreign language instruction, whether they con-

cern its practical purpose in acquiring foreign language communication skills or developing the student's intellect, his will—power and emotional life, or whether stress is placed on the extension of general education, or improving the student's critical faculty and his achieving a more profound understanding of the real qualities of individual phenomena found in the surrounding world and hence a more objective understanding of the advantages and drawbacks of foreign nations, as well as our own nation. Certainly, the purposeful supervision of foreign language instruction, as a teaching and educational process approached in a complex manner, provides the student not only with the ability to overcome the barrier of language communication with members of other nations, but also with the ability to fully implement his own general and specialized knowledge beyond the frontiers of his own country; foreign language instruction approached in this comprehensive manner supports in the student a healthy and justified selfconfidence, strengthens his national pride, but also his modesty, rids him of the negative characteristics of a limited type of local patriotism and narrow nationalism, teaches him to consider critically relations among nations and also to achieve a more profound understanding of the idea of international cooperation and solidarity with progressive forces throughout the world.

All these traits, which characterize foreign language instruction and which represent its irreplacable value, should also penetrate the language training of experts, if its graduates are to be properly trained for fulfilling their responsible calling. Thus in the training of experts our aim is not the mere mastering of the required amount of lexical and grammatical subject—matter in an audial and graphic manner, with a neutral quality of content. Since language itself, as a system of communication media has, as is generally accepted, a national function, i. e. it serves the whole of society, all its members and does not have a class character, in itself it represents neither the political nor economic system of a given nation or country. Hence, if the teaching of foreign languages in general, and also the foreign language training of experts, is to be adequate to its required comprehensive teaching and educational concept, then an important function in this teaching belongs to the content of the ideas which are to be expressed by the language media learnt.

For this reason exceptional importance is paid to the ideological content of textbooks and other study texts used in the training of experts. In any case the very structure of the course indicates the comprehensive nature of this type of post–graduate study since it includes various partial disciplines which besides phonetics and grammar, speech skills and specialized terminology also include the life and institutions of the country in question and also the social science aspects especially of the developing countries in the given language area or of developing countries in general. The curriculum defines with precision the content of individual teaching disciplines and the precise teaching texts to be used; these are gradually improved on the basis of the study and research activities undertaken within the framework of the state plan of scientific research in this area. The aim of all activities undertaken by members of the Section for Language and Social Science Training of Experts is to constantly improve this type of training, as far as its content, methodology and its pedagogical, as well as organizational aspects are concerned, in the interests of its maximum efficiency. In this way our staff wishes to continue to make its contribution to strengthening peace and overcoming the danger of a nonsensical war.

Written by Doc. Dr. Josef Hendrich, CSc.

EDUCATION FOR PEACE
A SELECTED BIBLIOGRAPHY
1972 – 1984

Introduction

I. Czech Textbooks
II. a – Czech and Slovak Publications
II. b – Bibliographies. Literature Reviews
II. c – Articles in Czech and Slovak Periodicals

Prepared by the staff of the Central Library – Sectional Information Centre at the Pedagogical Faculty of the Charles University in Prague

Introduction

Education for peace, for disarmament, for mutual cooperation among nations is carried out in the Czech Socialist Republic in all types and levels of school in a planned, continuous and unobtrusive manner. In spite of the fact that it is not directly an item in the curriculum or teaching syllabi used, the content of the subject – matter in various teaching subjects provides numerous opportunities and the structure of the educational and teaching process includes many occasions for developing the formative components of the personality, for forming opinions and attitudes.

It is the teacher's task to carry out his or her own analysis of the subject – matter which is taught, from the point of view of its educational utilization. The first part of our bibliography provides examples of such analyses; it includes annotations on textbooks now in use, as well as methodological handbooks used in basic schools /including experimental schools/ and experimental textbooks used in general education secondary schools. Education for peace is among the most humanitarian of educational aims in the project of our teaching and educational system. It is an indivisible part of educational work and penetrates the whole educational and teaching process. In individual teaching subjects the educator has a number of opportunities to stress the necessity of a peace program for a harmonious life and to document this claim on the basis of many examples.

In the first part of this bibliography we have carried out a selection of items with the purpose of pointing out the motif of peace in teaching subject – matter, which provides the basis for the systematic development of education for peace in all subjects taught in our schools.

– Language textbooks provide opportunities for directly expressing topics concerned with peace in various excercises, poems and selections from the outstanding works of domestic or foreign literature. Our country has undergone the terrible years of the Nazi occupation and so it comes as no surprise that a number of these selections are connected with the period of World War II, its final stages and with the return of freedom. Such texts not only describe the terror of the world – wide war conflict, but also the joy of liberation; they also express the fervent wish that such a tragedy is never repeated.

– Art Education and Musical Education are subjects which perhaps more than any other can enhance the emotional experiences of a human being and thus lead to changes in his personality in the warrented direction and towards the desired aim. The development

of the ideas of peace is thus carried out over a broad range of topics. Our rich musical tradition includes peace motifs in folklore and folk music, the music of Czech teachers in past centuries and in the outstanding compositions of our composers in the past and present.

– Civics attempts to carry out a synthesis of teaching and education, of the intellect and moral development of the personality. The need for humanitarian relations among people, mutual respect, fraternal cooperation and mutual assistence are stressed in various contexts. Civics textbooks for basic school and for general education secondary school are permeated with the ideas of peace which can be found in all the main chapters, whether they concern international relations, their current solutions and outlooks, the patriotic stands of children – as future citizens of our country, or the general development of our society; peace is always reiterated as the necessary prerequisite for fulfilling all teaching and educational aims.

– History provides the best lesson on the lethality of wars. It confirms that wars and expansion have always brought suffering and death, while short periods of peace between them have been periods of development and contentment. It is precisely this historical experience which contributes to forming pupils' humanitarian outlooks and must logically lead to an anti–war attitude. History textbooks assess historical events in their mutual interconnection; an analysis of the causes of war stresses the need for international cooperation and understanding among nations. Our history textbooks quote various international agreements /for instance the Final Document on Security and Cooperation in Europe adopted by the Helsinki conference held from July 30th to August 1st 1975, or the Charter of Peaceful Coexistence of European Nations, etc./, which concern international peaceful cooperation and contain the principles of mutual relations among nations. The history textbooks also document, on the basis of specific events, the causes of war, as well as their consequences and the irreversible damage caused by them. In the history of our own nation they stress peaceful aspects and strivings which are made comprehensible on the basis of the example of outstanding persons in our history, such as for instance King George of Poděbrady, J.A. Comenius and others.

– In the subject Elementary Civics the emotional component of the course, in which not only the beauties of our landscape are stressed, but also the changes it has undergone and the need to conserve the environment, as well as the need for peace, is of special importance. It is necessary to cultivate an awareness of the interconnection which exists between maintaining the natural beauties of our country and the need for peace, even in young children.

– Geography textbooks implement education for peace in all those topics which are suitable for this purpose. A photograph of the United Nations Organization Building in New York provides suitable motivation for the idea of the peaceful coexistence of all nations.

– Biology acquaints pupils in basic schools, as well as those in general education secondary schools, with various natural systems, flora, fauna and humans, as well as with their mutual relations and links towards the environment in which they are found. It explains the consequences of destroying natural equilibrium in nature as the outcome not only of natural catastrophes, but at present also of the unwarrented intervention of humans, which in itself is a consequence of the unfolding scientific and technological revolution aimed at improving the conditions of man's life on Earth. And very often irreversible changes in natural equilibrium occur under the influence of war conflicts. A nuclear war would have unconceivable consequences upon the life of organisms in nature, as well as upon humans. Biology provides a number of opportunities to demonstrate the effect of mutagenic, cancer forming, teratogenic and other pathogenic changes in the organism as the outcome of radioactive radiation.

– In the subject Physics, education for peace is overtly present; this subject contains not only knowledge concerning the seriousness of the threat of a nuclear war, but it also stresses the need for international agreements assuring the peaceful life of mankind.

– The link between agriculture and the natural environment is a very close one: peace. It is only under conditions of peace that the growing numbers of the world's inhabitants can be fed by the more intensive utilization of the soil and by increasing the output of cereal crops; it is only in peace that the creation of a healthy environment can be brought about. Education for environmental care at present permeats all teaching subjects connected with the natural sciences; these problems also represent an imperative task for our society. Education for environmental care, together with education for peace are among the most important means and instruments of assuring a happier life for future generations. The specific data found in our textbooks concerning problems of the environment, activities undertaken by UNESCO in this area, research in this area, etc. confirm that if scientific knowledge is to be made use of, the existence of some specific prerequisites in the life of society must exist. The World Nature Charter, approved by the General Assembly of the United Nations, requires that all governments combine their efforts to conserve nature's resources, beauty, life and the cultural values found on the planet Earth. It calls upon them to take special measures for the conservation of the natural environment; the World Nature Charter at the same time stresses that the basic factor of such a creative conservation policy is the need to stop dangerous armaments, prevent the threat of war and bring about permanent world peace.

– Chemistry as a teaching subject also provides a number of opportunities to demonstrate the best way of making peaceful use of nuclear energy, which is so needed by mankind. Chemistry textbooks contain specific examples of how this science helps in the development of industry, agriculture, health care, but also how under specific conditions, the outcome of research in chemistry can be misused for military purposes, against the interests of mankind.

– Mathematics textbooks include recommendations by their authors, to make use of mathematics in dealing with real situations, to solve problems posed by practical life, above all by the peaceful life of the country. By expressing real situations through mathematics we can increase the information provided to pupils in a number of ways. Various oral problems can be given concerning for instance the building of nuclear power plants, space exploration, the Peace Race, etc.

– Even in teaching subjects which concern the practical technical or economic training of pupils, education for peace is not overlooked. Examples of international cooperation are cited, solutions applied to various economic problems, how the findings of science are utilized and how they are practically applied /for instance during the construction of pipelines for gas or petroleum, the Peace electric power grid, etc./.

The second part of the bibliography is composed of annotated entries concerning books and periodicals published in the period 1972–1983. The decade which this survey essentially covers was chosen in view of the importance of some of the events which occured in this time, either worldwide or domestically and which have influenced the development of education for peace.

The UNESCO General Conference held in 1974 passed a Recommendation for Education in the Spirit of International Understanding, Cooperation and Peace, in the Spirit of Respect for Human Rights and Basic Freedoms. In it, all countries which are members of the United Nations are called upon to practically and comprehensively implement the principles of educating youth for the ideals of peace and humanitarianism.

In Czechoslovakia strivings to educate youth for peace have existed for many years. Thus for instance on June 2nd, 1969 a Committee for the Education of Youth for Peace was established by the Czech Peace Council. At the very beginnings of its activities this committee iniciated a letter from the Czech Peace Council addressed to all teachers in the Czech Socialist Republic, which among others states: „In our opinion our schools and all those who

supervise, teach and educate young people should make the most important contribution to making all our youth understand what its tasks are in the struggle against all forces of war. For this reason we call upon you, comrades, teachers and educators, to purposefully educate young people entrusted to your care for peace, in the most complete and nobleminded sense of the word and in the spirit of the calling of the socialist shool system."

The purpose of this bibliography is to show the aims and forms which education for peace has and the amount of work which has so far been done in this area in Czechoslovakia.

The Excerption Basis:

1/ The author and subject catalogues and bibliography files of the Central Library at the Pedagogical Faculty of the Charles University; the Pedagogical Library of the Comenius Institute of School Information of the Ministry of Education of the Czech Socialist Republic; the Institute of Marxism–Leninism of the Central Committee of the Communist Party of Czechoslovakia in Prague and the State Library of the Czech Socialist Republic in Prague.

2/ All textbooks and methodological handbooks now in use /including experimental textbooks/ in basic schools in the Czech Socialist Republic.

3/ Experimental textbooks for general education secondary schools in the Czech Socialist Republic.

4/ Periodicals:

Cizí jazyky ve škole, 27, 1983/84, Nos. 1 – 6.
Český jazyk a literatura, 34, 1983/84, Nos. 1 – 7.
Mír, 22, 1972; 35, 1983; 36, 1984, Nos. 1,2.
Otázky míru a socialismu, 1983, Nos. 1 – 12; 1984, Nos. 1 – 2.
Pedagogika, 33, 1983, Nos. 1 – 6.
Přírodní vedy ve škole, 35, 1983, Nos. 1 – 6.
Ruský jazyk, 36, 1983, Nos. 1 – 6.
Socialistická škola, 24, 1983, Nos. 1 – 7.
Tělesná výchova ve škole, 50, 1983, Nos. 1 – 6.
Tribuna, 1983, Nos. 1 – 52; 1984, Nos. 1 – 8.
Tvorba, 1983, Nos. 1 – 52; 1984, Nos. 1 – 8.
Učitelské noviny, 33, 1983, Nos. 1 – 46; 34, 1984, Nos. 1 – 8.
Učitelské noviny, 33, 1983, Nos. 1 – 52; 34, 1984, Nos. 1 – 8.
Univerzitní zprávy, 1982, 1983, 1984, No. 1, 2.

The first part of the bibliography contains annotations of textbooks ordered according to teaching subjects in the following sequence:

a/ textbooks for basic school: /Reading and Writing for the 1st Class, Czech Language, Russian Language; German, Civics, Elementary Civics; History; Geography, Mathematics; Elementary Nature Studies; Natural Science; Chemistry; Music Education, Work Education; the Foundations of Technology; Traffic Education/;

b/ textbooks for general education secondary schools: /Czech Language; Literature; Russian; English; French; History, Geography; Mathematics; Biology; Agriculture; Chemistry; Economics; Foundations of Technology and Vocational Training/.

In the remaining parts of the bibliography, annotations have been ordered according to the date of their publication, i. e. from the oldest to the newest; within each year, the annotations are ordered alphabetically, according to the name of the author.

The bibliography contains a total of 245 annotations /98 textbooks, 1 bibliography, 1 literary review, 17 books, 128 articles in periodicals/.

The bibliography war prepared by the staff of the Central Library – Sectional Information Centre at the Pedagogical Faculty of the Charles University in Prague.

I. CZECH TEXTBOOKS

1. FABIÁNOVÁ, I. – HŘEBEJKOVÁ, J. – VEBEROVÁ, E.
Slabikář /2.díl učebnice čtení a psaní pro 1.ročník/ – 2 vyd. /Primer – part II of a reading and writing textbook for the 1st class/ – 2nd edition.
Praha, SPN 1977, 127 p.

This Primer contains a part of the poem „Píseň míru" /A Song of Peace/ by F. Branislav; the longing for peace and the joy of the ending of the terrors of World War II are the content of an article called „Nikolka" by L. Jirotková.

2. FABIÁNOVÁ, I. – HŘEBEJKOVÁ, J. – VEBEROVÁ, E.
Náš svět /3.díl učebnice čtení a psaní pro 1. roč./
/Our World – part III of a reading and writing textbook for the 1st class/ – 3rd edition.
Praha, SNP 1978, 47 p.

After expositions concerning nature, traffic problems, the capital city of the country and various technical achievements, etc., aspects of peace can be found in a short story about the return of a father who as a soldier and partisan fought and risked his life for freedom and peace.

3. Český jazyk pro 7.ročník základní školy /The Czech Language for the 7th Class of Basic School/ – written by V. Styblík ...
Praha, SPN 1982, 187 p.

Educational aspects concerning peace can be found for instance in an excerpt from J. Fučík „We Love Our Nation", in selections from the writings of M. Pujmanová and in a text where parents recount a story which took place during World War II.

4. Český jazyk pro 5.ročník experimentálních škol /The Czech Language for the 5th Class of Experimental Schools/ – written by V. Křístek ...
Praha, SPN 1977, 144 p.

The textbook contains peace motifs in parts of a speech given by the president of the republic, Gustáv Husák and in texts describing the liberation of Prague and the final days of World War II, for instance in selections from the works of P. Jilemnický and J. Svatí.

5. Český jazyk pro 6.ročník experimentálních škol /Czech Language for the 6th Class of Experimental Schools/ – written by V. Křístek ...
Praha, SPN 1977, 134 p.

A textbook which concentrates on the sound aspects of the language, grammar and

composition; it uses various excercise texts to advocate peace, especially in the chapter on grammar and includes for instance an article about the liberation of Prague, or an excerpt from „The May Revolution" by M. Pujmanová. Also individual sentences used for excercises contain peace motifs.

6. **Metodické pokyny k učebnici český jazyk pro 6. ročník experimentálních škol** /Methodological Instructions for the Czech Language Textbook for the 6th Class of Experimental Schools/ – written by V. Styblík ...
Praha, SPN 1980, 46 p.

Education for peace is implemented in activities which aim at forming a worldview and in education for patriotism.

7. **Český jazyk pro 7. ročník experimentálních škol** /The Czech Language for the 7th Class of Experimental Schools/ – written by V. Křístek ... – 2nd edition
Praha, SPN, 1981, 142 p.

Among the articles in this textbook which directly or indirectly concern peace and its importance for mankind we might mention for instance an excerpt from „Milujeme svůj národ" /We Love Our Nation/ by J. Fučík, „Osvobození Prahy" /The Liberation of Prague/ from M. Pujmanová's „Život proti smrti" /Life Against Death/, „Nad Brnem" /Over Brno/ by V. Plevа and others.

8. **Český jazyk pro 8. ročník experimentálních škol** /The Czech Language for the 8th Class of Experimental Schools/ – written by V. Křístek ...
Praha, SPN 1979, 158 p.

References to peace policy can be found especially in the 2nd and 3rd chapters concerning the development of the Czech language and style. This subject–matter should also be sought in excerpts from the work of our and world authors, where it is represented to varing degrees.

9. **Český jazyk pro 8. ročník základních škol** /The Czech Language for the 8th Class of Basic School/ – written by V. Styblík ...
Praha, SNP 1983, 188 p.

The textbook contains texts on the basis of which pupils learn to make an outline and a summary. These include an article about the Czechoslovak People's Army, its founding and its role in the fighting for liberation during World War II. Since this article is excerpted from a book, the teacher can complete the thinking of its authors O. Brož and J. Horský, and in a logical manner take up aspects of education for peace.

10. FORST, V. – KARLÍKOVÁ, V. – POLÁKOVÁ, H.
Metodické pokyny k učebnici literární výchova pro 7. ročník experimentálních škol /Methodological Instructions to Accompany the Literary Education Textbook for the 7th Class of Experimental Schools/.
Praha, SPN 1981, 49 p.

One of the aims of literary education is to revive and extend pupils' knowledge in history. Literary education also strives to integrate elements of teaching and education into a single process. Already the subject–matter of old and older Czech literature makes it evident that it helped to strengthen the Czech state and national awareness. Folklore describes rural life in the 18th and the beginning of the 19th centuries, the period of serfdom, manorial labour, how young men were forced to join the army; it also contains very sad military songs which echo the sorrow of a thwarted life, homesickness, the premonition of death, the grief and sufferings of a soldier's life. A number of other works of literature – for instance the writings of K. H. Borovský – also are implicitly against war.

11. **Literární výchova pro 8. ročník experimentálních škol** /Literary Education for the 8th Class of Experimental Schools/ – written by V. Forst . . .
Praha, SPN 1979, 167 p.

Postwar literature /after 1945/ provides many opportunities to develop emotionally and intellectually motivated educational incentives for peace. Excerpts from works of literature might be mentioned such as for instance „Jobova noc" /The Night of Job/ by F. Hrubín, „Reportáž psaná na oprátce" /A Report from the Gallows/ by J. Fučík and „Dávné Hirošimy" /Hiroshimas of Long Ago/ by J. Souček. In the textbooks Literary Education for the 6th and 7th classes of Experimental Schools we can find these problems in excerpts from the works of writers A. Jirásek, P. Jilemnický, J. Drda and I. Olbracht.

12. GEBHARTOVÁ, V. – VYKOPAL, Z.
Čítanka pro 3. ročník /Reader for the 3rd Class/
Praha, SPN 1978, 221 p.

The reader contains a number of texts which provide underlaying incentives for education for peace, especially an excerpt from „Tank No. 23" by Z. and V. Adla, in the song „Buď republiko zdráva" /To Your Health, Republic!/ by J. Alda and others.

13. GEBHARTOVÁ, V. – VITVAROVÁ, J. – VYKOPAL, Z.
Čítanka pro 4. ročník /Reader for the 4th Class/
Praha, SPN 1979, 263 p.

In this Reader, the subject of peace is stressed immediately after the Czechoslovak national anthem with the poem by F. Branislav „Píseň míru" /A Song of Peace/. Also samples of the writings of Jirásek, Florián and others include motifs of peace.

14. **Ruský jazyk pro 6. ročník základní školy** /Russian Language for the 6th Class of Basic School/ – written by S. Eliáš . . .
Praha, SPN 1981, 350 p.

Elements of political /peace/ education in this textbook are found in excercises on the topics „My City", „A Young Pioneer" and „Leningrad".

15. **Ruský jazyk pro 8. ročník základní školy** /The Russian Language for the 8th Class of Basic School/ – experimental textbook written by V. Cícha . . .
Praha, SPN 1981, 311 p.

In this experimental textbook for the 8th class /as well as in the textbooks for the 5th and 6th classes/, peace education aspects are concentrated into texts which concern World War II and the post–war renewal of the country. Another text concerning the October Revolution is called „Mír všem národům" /Peace to All Nations/.

16. KOVAČÍKOVÁ, E. – CHODĚRA, R. – LIZUNOV, V. S.
Konverzace v ruském jazyce pro 8. ročník základní školy /Russian Language Conversation in the 8th Class of Basic School/
/for teaching an obligatory elective or non–obligatory course/
Praha, SPN 1983, 173 p.

Conversation in the Russian language acquaints pupils with the history and contemporary life of Moscow and among others also with the exhibition The Success of the National Economy of the USSR and with the peaceful endeavours of this country.

17. **Němčina pro 7. ročník základní školy** /German for the 7th Class of Basic School/ – written by V. Šimková . . .
Praha, SPN 1982, 380 p.

In some lessons education for peace is clearly in the forefront, for instance in the 5th lesson „Freundschaft", in the 10th lesson „Seid bereited – immer bereit", „Ich trage eine Fahne", in the 12th lesson „Internationaler Frauentag", etc.

18. ŠIMKOVÁ, V. – KMOCHOVÁ, M. – RUDEK, H.
Němčina pro 7. ročník /German for the 7th Class/
/An experimental textbook/
Praha, SPN 1978, 213 p.

Making friends with citizens of other countries, describing the merits of outstanding personalities, sports events – those are some of the topics which this and other textbooks of the German language for general education secondary schools include and where the texts become a medium for education for peace.

19. JELÍNKOVÁ, A. – PRUSÁKOVÁ, V.
Občanská nauka pro 6.ročník základní školy /Civics for the 6th Class of Basic School/
Praha, SPN 1981, 108 p.

The idea of education for peace permeats all the main chapters of this textbook. The introductory poem „Česká mírová" /A Czech Peace Poem/ which is at the beginning of the chapter on the socialist motherland, makes an emotional impact. In the section on the Czechoslovak Socialist Republic and the world revolutionary process, the authors stress international relations among nations and reiterate the necessity of peace. Also in questions and suggestions designed for voluntary assignments and activities the important idea of peace appears.

20. JELÍNKOVÁ, M.
Metodická příručka k občanské nauce pro 6.ročník základní školy /A Methodological Handbook for Civics in the 6th Class of Basic School/
Praha, SPN 1981, 99 p.

Problems of peace are found throughout the structure of the syllabus for this teaching subject, especially in the defence education aspects of civics and in strengthening patriotic attitudes of a citizen of our country. The methodological instructions in this book provide the teacher with motivation and advice for dealing with individual teaching lessons, including motivation and examples concering problems of peace, which are logically an integral part of this subject.

21. JELÍNKOVÁ, A.
Metodické pokyny k experimentální učebnici občanská nauka pro 6.ročník základní školy /Methodological Instructions for Using the Experimental Civics Textbook for the 6th Class of Basic School/
Praha, SPN 1980, 44 p.

These methodological instructions contain the teaching and educational aims of individual teaching lessons. Even if problems of peace are frequently mentioned at various opportunities, specifically they are the subject–matter of topics concerning our motherland, especially the lesson „How our people have contributed to progress and peace".

22. **Občanská nauka pro 7.ročník experimentálních škol** /Civics for the 7th Class of Experimental Schools/ – written by J. Dunovský . . . – 2nd edition

Praha, SPN 1981, 160 p.

The subject – matter of civics teaching in the 7th class concerns the social system and economics of our country. One of the most interesting chapters is „The Role and Significance of the State in Society – Its Internal and External Functions". The struggle for peace and the peaceful coexistence of countries with different socio – economic systems is one of these external functions. This function concentrates on strengthening permanent peace and averting war and thus assumes cooperation among countries on the basis of the principles of non – intervention into internal affairs, respect for the territorial integrity of other countries and the solution of disagreements through discussion.

23. DUNOVSKÝ, J. – JELÍNKOVÁ, A.
Metodické pokyny k experimentální učebnici občanská nauka pro 7. ročník základní školy / Methodological Instructions for Using the Experimental Civics Textbook for the 7th Class of Basic School/
Praha, SPN 1981, 39 p.

The teaching and educational aims of civics should form a harmonious whole – they should strive for a synthesis of education and teaching, of the intellect and moral development of the personality. They should also point out interdisciplinary relations and contexts. Civics in the 7th class deals with the social system and economy of our country. In this context the importance of international cooperation is specially stressed, as well as the firm unity of the struggle for peace and the need to understand the causes, conditions a general context of situations which lead to changes in society. Also the main functions of the state should be stressed, their dependence upon international developments, as well as those within the country, and hence their close connection with the struggle for peace.

24. ČIHÁK, J. – GRATZEROVÁ, M. – TYRYCHTR, Z.
Občanská nauka pro 8. ročník experimentálních škol / Civics for the 8th Class of Experimental Schools/
Praha, SPN 1979, 110 p.

This textbook contains basic information concerning our system of government, the rights and obligations of our citizens, philosophical problems and those concerning ethics. The need for humanitarian relations among people, mutual respect, fraternal cooperation and mutual aid are stressed in various contexts. The danger of war has not yet been overcome, the security of peaceful nations is still threatened. The authors stress that the socialist countries are prepared to defend world peace.

25. DOUBRAVA, J. – VENZEROVÁ, A.
Vlastivěda pro 3.ročník základní školy /Elementary Civics for the 3rd Class of Basic School/
Praha, SPN 1978, 96 p.

Elementary Civics contains subject – matter concerning our homes and our motherland. Its educational impact is strong especially in the emotional area, where not only the beauties of our landscape are stressed, but also the transformations which the landscape has undergone and the need to conserve the environment, as well as the need for peace as a prerequisite for a satisfying life for all. We should cultivate even in young children an awareness of the interconnection between maintaining the natural beauties of our country and peace on Earth.

26. SLAVÍK, Z.
Vysvětlivky k učebním osnovám vlastivědy pro 3.a 4.ročník základní školy. I.díl. Vlastivěda pro 3.ročník /Comments on the Teaching Syllabi for Elementary Civics in the 3rd and 4th Classes of Basic School. Part I. Elementary Civics for the 3rd Class/
Praha, SPN 1980, 42 p.

In the 3rd class, in Elementary Civics, pupils learn about their community and the local landscape, about the history of the region and the work of its inhabitants; in the 4th class pupils are provided with a general survey of various regions found in our country and their present development. This course provides many opportunities for educating pupils; it teaches them not only to learn about, but also to conserve and protect the environment, to have an emotional attitude towards it and to be aware of the fact that war conflicts pose the greatest danger to life on Earth. For this reason the underlaying message of the whole book is education for peace.

27. **Vlastivěda pro 4.ročník základní školy** /Elementary Civics for the 4th Class of Basic School/ – written by J. Doubrava . . . – 3rd edition.
Praha, SPN 1981, 224 p.

This textbook contains basic information about Czechoslovakia, its founding and development. In the historical section the authors describe war events, their cruelty and permanent consequences. On the basis of a number of examples /Terezín, Lidice, Morávka, Vrútky/, the losses created by war in the history of mankind are described. The whole textbook has a markedly anti–war and pro–peace bias. The necessity of carrying on an active struggle for peace throughout the world is stressed.

28. SKLÁDANÝ, M. – JÍLEK, T. – ZATKALÍKOVÁ, M.
Dějepis pro 5.ročník základní školy /History for the 5th Class of Basic School/
Praha, SPN 1981, 309 p.

Individual teaching tasks in history instruction in the 6th class have different educational aims. The teaching subject History evaluates the whole historical development of human society; raids, crusades and wars have always represented periods in history, which have brought suffering and death. Brief periods of peace between them have always been periods of development and satisfaction. Also our sovereigns have been aware of the need for peace and a quiet life – for instance King George of Poděbrady in the 15th century attempted to create a peaceful organization of Europe; the chronicler Dalimil /in 1314/ stressed the need to defend our country. The struggle for peace throughout the world is also the basic program of our government at present.

29. JÍLEK, T. – BAĎURÍK, J. – BUTVINOVÁ, M.
Metodická příručka k učebnici dějepisu pro 6.ročník základní školy /Methodological Handbook for the History Textbook for the 6th Class of Basic School/
Praha, SPN 1981, 93 p.

This textbook provides an exposition of our national history in synchronisation with selected chapters of world history. The forming of humanitarian feelings and convictions in pupils belongs to the foremost educational objectives of history instruction. Pupils become acquainted also with the history of war conflicts, their essence and nature. When analysing the causes of war it is important to combine rational clarifications and explanantions with an emotional impact, which logically leads to an anti-war attitude for the present. The authors stress the unequivocally peaceful policy of our system of government.

30. JÍLEK, T. – DOHNAL, M. – BUTVINOVÁ, M.
Dějepis pro 7.ročník základní školy. I.díl /1848–1917/.
/History for the 7th Class of Basic School. Part I /1848–1917/
Praha, SPN 1982, 150 p.

The teaching syllabus for the history course in the 7th class of basic school includes the period beginning with the revolutionary year 1848 and the whole period of the development of capitalist society. The textbook deals in detail with developments in Europe. The authors describe the periods of social development, as well as periods of decline and they also show the influence of society on the flourishing of culture. The creation of the 1st and 2nd Internationals is described, the development of Mayday celebrations, which were important not only from the point of view of our national history, but also throughout the world, for the then still fledgling peace movement.

31. DOHNAL, M. – JÍLEK, T. – BUTVINOVÁ, M.
Dějepis pro 7.ročník základní školy. II.díl /1917–1939/
/History for the 7th Class of Basic School. Part II /1917–1939/
Praha, SPN 1982, 138 p.

The period which is covered by this textbook includes the end of World War I and the peace which followed, which did not, however, last long and led to World War II. The political and economic situation in this country and elsewhere in the world is described. The peaceful endeavours of the Soviet Union are stressed.

32. DOHNAL, M. – DOBIÁŠOVÁ, R. – ZELENÁK, S.
Dějepis 8. I.díl. Pro 8.ročník základní školy /History 8. Part I. Textbook for the 8th Class of Basic School/
Praha, SPN 1983, 165 p.

The main subject–matter of this textbook is World War II and the creation of the world socialist system, as well as the deepening of the general crisis of capitalism. The textbook assesses historical events in their mutual context; it stresses the cruelty of war events, especially during World War II, the development of international relations in the post–war world and the constant strivings of the USSR and the socialist countries to maintain peace in the world.

33. DOHNAL, M. – KAŇA, O.
Dějepis 8. II.díl. Pro 8.ročník základní školy /History 8. Part II. Textbook for the 8th Class of Basic School/
Praha, SPN 1983, 149 p.

The main topics in this textbook are the building of socialism in countries with people's democratic governments and the strengthening of the socialist system in the period 1949 to 1955. The development of our society and our government are also assessed from an international point of view. The textbook stresses the long–term strivings of the countries which are members of the world socialist system, headed by the USSR, to maintain peace and among others also their strivings to utilize atomic energy for peaceful purposes.

34. **Dějepis pro 8.ročník experimentálních škol** /History for The 8th Class of Experimental Schools/ – written by M. Dohnal . . .
Praha, SPN 1979, 190 p.

The origins of World War II, its course and the post–war period until 1976 form the subject–matter of this textbook. The horrors of World War II, the suffering of the population, the period of post–war reconstruction throughout the world and the seeking of ways to overcome wars in general, all serve to underline a strong accent on education for peace.

35. **Zeměpis pro 5. ročník základní školy** /Geography for the 5th Class of Basic School/ – written by M. Jarega ...
Praha, SPN 1980, 255 p.

After an extensive introduction to the teaching subject, the textbook contains the geography of some of the continents and oceans. Also the environment and some of its present day problems are described in detail. For the well-being of the inhabitants of the Earth, not only a healthy environment is needed, but also a life in peace. For this reason the authors of the textbook take an unequivocal stand against the testing of nuclear weapons in the Pacific ocean, against the creation of military bases on the islands of the Indian Ocean and elsewhere. They stress that thanks to the endeavours of the USSR, a treaty has been concluded, that the territory of Antarctica will never be used for the building of military bases and that the continent can only be used for peaceful purposes.

36. WAHLA, A. – TLACH, S.
Metodická příručka k učebnici zeměpisu pro 5. ročník /Methodological Handbook for the Geography Textbook for the 5th Class of Basic School/
Praha, SPN 1980, 109 p.

Information of a synthetic nature which concerns the relationship between man and the environment is of greatest importance in geography. The peace program of our government, which has been made specific for instance in agreements concerning international cooperation in the complex study of our planet and the basic conditions of life on Earth, is clearly dominant among the teaching and educational aims of this teaching subject. The authors stress international endeavours in space exploration and the influence of astronautics upon technical developments on Earth.

37. **Zeměpis pro 6. ročník základní školy** /Geography for the 6th Class of Basic School/ – written M. Skalický ...
Praha, SPN 1981, 246 p.

This textbook deals with the geography of America, Asia, Europe and the Soviet Union. Besides providing comprehensive geographical information, the authors also characterize political and economic conditions, as well as the environment in various countries. They assess the situation throughout the world from the point of view of our government and its unequivocally peaceful policy: the role of the Council for Mutual Economic Assistance, the Warsaw Pact and NATO, the danger for peace posed by the main military bases which NATO has in the Federal Republic of Germany, the significance of international cooperation, etc. Special attention is devoted to the significance of the USSR and its activities in the peace movement. Also the peaceful utilization of

atomic energy and the role of the electric power grid Peace, as well as other forms of peaceful cooperation among nations are stressed.

38. SKALICKÝ, M – SVOBODOVÁ, Š. – SVIRECOVÁ, B.
Metodická příručka k učebnici zeměpisu pro 6. ročník základní školy /Methodological Handbook for the Geography Textbook for the 6th Class of Basic School/
Praha, SPN 1981, 63 p.

The section of the geography teaching syllabus which concerns the USSR influences the education of pupils for proletarian internationalism, while other parts of the textbook develop the idea of permanent peace on Earth. This is especially important when teaching about individual countries throughout the world, whose peace policies are clearly apparent.

39. SKOKAN, L. – ŠÍPKA, E. – ŠTOSKOVÁ, L.
Zeměpis pro 7. ročník základní školy /Geography for the 7th Class of Basic School/
Praha, SPN 1982, 137 p.

The subject – matter of geography in the 7th class of basic school is political and economic geography, the landscape and problems connected with the environment. Peace policy is the subject especially of the chapter on the political division of the world. The chapter is introduced by a photograph of the United Nations building in New York and a sub – chapter of the role of this organization, whose purpose it is to maintain peace throughout the world and to develop friendly relations among nations. The idea of peace is also stressed in a sub – chapter on the activities of the Warsaw Pact.

40. **Zeměpis 8. Československá socialistická republika. Pokusná učebnice pro 8. ročník základní školy** /Geography 8. The Czechoslovak Socialist Republic. Experimental Textbook for the 8th Class of Basic School/ – written by J. Doubrava . . .
Praha, SPN 1979, 279 p.

Besides basic comprehensive information concerning the geography of Czechoslovakia, the textbook devotes exceptional attention to the environment in this country. The problem of the peace movement and peaceful international cooperation are stressed. Our economy is integrated into international division of labour and cooperation, with the Soviet Union and the other members of the Council for Mutual Economic Assistance, which is being extended. Our electric power grid is connected with power grids in the German Democratic Republic, Poland, the Soviet Union, Hungary and Rumania. This hook – up of power lines, called the Peace Grid, can serve as an example of international peaceful cooperation. The peace policies of the socialist countries express the interests of working people of all nations.

41. **Zeměpis pro 8.ročník základní školy. Československá socialistická republika** /Geography for the 8th Class of Basic School. The Czechoslovak Socialist Republic/ – written by J. Doubrava . . .
Praha, SPN 1983, 255 p.

This textbook stresses that maintaining and defending peace are the basic aim of our country. This is especially underlined in the chapter „Czechoslovakia and the Council for Mutual Economic Assistance", where not only the necessary participation of the Czechoslovak economy in the international socialist division of labour is described, but also the fact that economic relations with capitalist countries are in accord with a policy of peaceful coexistence between both world systems. The fulfillment of all the development plans and intensions of our country is possible only if peace is maintained.

42. **Slovníček a tabulky k učebnicím zeměpisu v 5.–8.ročníku základní školy** /Dictionary and Tables to Accompany Geography Textbooks for the 5th to 8th Classes of Basic School/ – written by L. Skokan . . .
Praha, SPN 1983, 109 p.

The dictionary contains a number of special terms and the tables serve to illustrate the geography teaching syllabi used in these classes. Some of the entries in the dictionary are closely linked to problems of peace throughout the world – for instance the entry UNO Security Council, which has responsibility for maintaining international peace and security.

43. KABELE, J. – JANKU, M.
Metodický text pro učitele k učebnici matematiky pro 3.ročník základní školy /Methodological Comments for Teachers Concerning the Mathematics Textbook for the 3rd Class of Basic School/
Praha, SPN 1978, 303 p.

In the course of mathematics instruction, teaching aims go hand in hand with educational influences. The extended range of numbers used makes it possible to use specific examples of successful work done in our factories and farms, as well as some defence topics. Arguments which are connected with emotional education make the greatest impact, and this also includes the peaceful building of our country and its consequentially peaceful policy.

44. URBANOVÁ, J. – MELICHAR, J.
Metodický text pro učitele. Aritmetika. 5.ročník /Methodological Comments for Teachers. Arithmetic. 5th Class/.
Praha, Výzkumný ústav pedagogický 1979, 161 p.

Arithmetic provides a very narrow scope for making an educational impact upon pupils. By mathematically expressing real situations it is, however, possible to provide pupils with new information on a number of topics. On the basis of numerical data and facts pupils can be informed not only on the situation in the national economy but also about the peaceful strivings and international cooperation of our government. Thus in one problem the motto „Peace to the World" appears. The authors recommend the appropriate selection of word problems from this point of view.

45. **Metodická příručka pro učitele k učebnicím matematiky pro 5. ročník základní školy** /A Methodological Handbook for Teachers to Accompany Mathematics Textbooks for the 5th Class of Basic School/ – written by J. Urbanová . . .
Praha, SPN 1980, 215 p.

The authors recommend the use of mathematics to formulate real situations and solve problems based on practical experience concerning above all the peaceful life of the country. Also national economic data can be the subject of problems; it can be found in surveys published in the daily press or in the Statistical Yearbook. In this way pupils can gain more profound insights into the peaceful life of our country.

46. **Cvičení z matematiky pro 7. ročník základní školy** /Excercises in Mathematics for the 7th Class of Basic School/ – /Non–obligatory subject/ – written by V. Repaš . . .
Praha, SPN 1982, 174 p.

The topics of modern mathematical excercises concern demographical laws, planning in various branches of industry, agriculture, trade and communal services and various data from practical life. The importance of computers for building and operating nuclear power plants and space flights is stressed. A life in peace is, however, an indispensable precondition for the life of society and the book stresses this in a broad context. Among others, several mathematics problems concern the Peace Race, about which a number of details are cited and its importance explained.

47. REPAŠ, V. – ZAPLETAL, F. – ŽIDEK, S.
Cvičení z matematiky pro 7. ročník základní školy. Pokusná učebnice /Excercises in Mathematics for the 8th Class of Basic School. An Experimental Textbook/ – /Non–obligatory subject/.
Praha, SPN 1979, 143 p.

Many of the problems used in excercises contain interesting information about life in Czechoslovakia and about international cooperation, for instance about the construction of the Friendship petroleum pipeline. Several numerical problems contain data on this pipeline.

48. **Cvičení z matematiky pro 8.ročník základní školy** /Excercises in Mathematics for the 8th Class of Basic School/ – a non–obligatory teaching subject, written by K. Križalkovič . . .
Praha, SPN 1983, 190 p.

These excercises in mathematics contain a number of word problems which concern problems of a peaceful life and in some cases subject–matter which is directly concerned with peace /for instance on p. 141 – instructions on how to draw a peace pigeon as the symbol of peace/.

49. **Přírodověda pro třetí ročník základní školy. 2.díl.** /Nature Studies for the 3rd Class of Basic School. Part II/ – written by S. Nový . . .
Praha, SPN 1978, 96 p.

Basic knowledge about nature, about the necessity of studying and conserving nature. Also some information about man can be found in this textbook. The chapter on non–living nature also deals with petroleum and natural gas. It thus provides an opportunity to stress the need for international cooperation, especially economic cooperation with the Soviet Union, which provides us with petroleum, natural gas and other raw materials.

50. STŘIHAVKOVÁ, H. – SÍBRT, F.
Přírodopis 5. Pro 5.ročník základní školy /Nature Studies 5. For the 5 th Class of Basic School/
Praha, SPN 1980, 190 p.

Basic knowledge concerning plants, the structure of their bodies, the conditions needed for their growth and development. Knowledge of the natural sciences and the introduction of what has been learnt into practical life is one of the preconditions for the development of our country. For this reason our government systematically supports scientific research and international cooperation, so that the findings of research serve as soon as possible all of mankind.

51. **Metodická příručka k učebnici přírodopisu pro 5.ročník** /A Methodological Handbook to Accompany the Nature Studies Textbook for the 5th Class of Basic School/ – written by H. Střihavková . . .
Praha, SPN 1980, 182 p.

The Nature Studies textbook provides a comprehensive view of our natural environment; it stresses the significance of environmental conservation for our society, as well as the need for defence education and knowledge concerning organisms in this context. Scientific research in the biological sciences is an example of the implementation of

peaceful cooperation among various countries. A number of examples concerning assistance to developing countries serve as practical illustrations of the peaceful endeavours of our government.

52. **Přírodopis pro 8. ročník základní školy** /Nature Studies for the 8th Class of Basic School/ – written by J. Vališ . . .
Praha, SPN 1983, 157 p.

The chapter on The Earth and Man's Environment provides basic knowledge concerning the environment, the influence of human activities on it and the care which a socialist society provides to the environment. Pupils are reminded that the present struggle of nations for peace and disarmaments is a part of the struggle for environmental conservation on Earth.

53. **Chemie pro 7. ročník základní školy** /Chemistry for the 7th Class of Basic School/ – written by E. Adamkovič . . .
Praha, SPN 1982, 175 p.

This textbook introduces the beginner to chemistry and acquaints pupils with specific sections of the science; it also stresses the importance of chemistry for makind in general. In the chapter on Chemical Sciences and the Chemical Industry the authors stress how this branch of science can contribute to the development of mankind in peace /in industry, agriculture, medicine/, but also how it can be misused for military purposes. The example of the destruction of people and nature in Vietnam are cited.

54. VONDROVICOVÁ, M. et al.
Metodická příručka k pokusnému učebnímu textu chemie pro 7. ročník experimentálních škol. 1. část /Methodological Handbook for the Experimental Chemistry Textbook for the 7th Class of Experimental Basic School. Part 1/
Praha, SPN 1978, 230 p.

This handbook deals with the modernization of teaching chemistry in basic school. Priority is given to a systematization of the subject – matter and placing this subject – matter into a broader context of for instance environmental conservation, space chemistry, radiation chemistry, chemistry in the defence of the country and for a life in peace. Together with its teaching function, chemistry also has an educational function. Intesnational cooperation, which should be implemented not only in solving problems concerning the environment, but also the striving for peace, represents a contribution for all of mankind.

55. CHYTILOVÁ, M. – KLUVANEC, D. – ZAMPA, K.
Fyzika pro 8. ročník základní školy, pracovní část B /Physics for the 8th Class of Basic School – part B/

Praha, SPN 1983, 95 p.

This textbook describes and explains basic physical processes; the chapters called „Nuclear Energy" and „Physics and You – Why Are You Learning Physics?" describe the grave dangers connected with nuclear war, the need for international agreements and assuring a life in peace. Space exploration is also mentioned and our contribution to this exploration described.

56. BUDÍK, J.
Metodická příručka pro hudební výchovu v 1.ročníku základní školy /A Methodological Handbook for Music Education in the 1st Class of Basic School/
Praha, SPN 1977, 186 p.

This methodological handbook provides topics for teaching lessons in various seasons of the year. Especially in the spring, in May, various peace themes are used in music education in various songs, such as the „Mayday Song" and in others motivated not only by spring, but also by the peaceful strivings of mankind. Since these songs invite the listener to join in the Mayday parade, the teacher can use them as motivation of pupils for celebrations of Victory Day and the close of World War II.

57. BUDÍK, J.
Metodická hudební příručka k učebnici hudební výchovy pro 3.ročník základní školy. /A Methodological Musical Handbook to Accompany the Music Education Textbook for the 3rd Class of Basic School/
Praha, SPN 1978, 142 p.

The handbook considers music to be a typically human activity, a component of reality of the world and life which activates the whole human personality. For this reason also music education emotionally stresses and supports peace aspects in various songs and compositions, either directly /for instance songs for Young Pioneer Organization members/ or indirectly /folk and national songs/.

58. BUDÍK, J.
Hudební výchova pro 4.ročník základní školy /Music Education for the 4th Class of Basic School/
Praha, SPN 1979, 143 p.

The subject–matter of music education in the 4th class includes a wide selection of songs which are adequate to the understanding of ten–year–old children. A number of Young Pioneer songs motivate children towards the idea of peace. For the month of November the topic „A Visit with Our Friends" is planned; it is begun by listening to The Internationale, whose full text can be found in the textbook, as well as the expla-

nation that this is the anthem of the international working class movement. At this occasion the term „internationalism" is explained. Songs which create an emotional link to our region and native land are also important.

59. RAJMON, R. – STŘELÁK, M.
Hudební výchova pro 5. ročník základní školy /Music Education for the 5th Class of Basic School/
Praha, SPN 1980, 190 p.

The songs included in this textbook provide motivation for the ideas of peace not only in the section called „Music and Celebrations", which includes the Czechoslovak National Anthem, Píseň práce /The Labour Song/, the Internationale and the Anthem of the USSR, but also in all those songs which contain a sincere relationship towards our native land and our songs and the compositions of our composers which provide opportunities for making friends and contacts with other nations.

60. RAJMON, R.
Metodické pokyny k učebnici hudební výchovy pro 5. ročník experimentálních základních škol /Methodological Instructions for the Music Education Textbook for the 5th Class of Experimental Basic School/
Praha, SPN 1979, 84 p.

The author points out topics which provide teachers with the opportunity of furthering the idea of peace. They include for instance „About the New and the Old world", „Folk songs in the life of the people and the culture of the country", „The music of Czech teachers in the last century", „Music during festive occasions", and others.

61. MIHULE, J. – JURKOVIČ, P.
Hudební výchova pro 7. ročník základní školy /Music Education for the 7th Class of Basic School/
Praha, SPN 1982, 285 p.

In the 7th class of basic school the musical education of pupils is finished. The subject–matter of the textbook stresses the contribution which music makes to the life of the individual, as well as to mankind. In „The Song of Happy Children" by Dezider Kardoš, which is at the beginning of the textbook, the idea of peace is strongly accented. Ideas of peace are stressed in sections which discuss the role of the artist in society, his relation towards his motherland and towards a society which accents the struggle for freedom, the equality of people and support by the broad masses of people. An ardent and sincere attitude towards his native land is for instance apparent in the compositions of Bedřich Smetana, especially in his symphonic poem „My Country". Peace and the motherland provide the support and environment which every person requires.

62. MIHULE, J. – STŘELÁK, M.
Hudební výchova pro 6. ročník experimentálních základních škol /Music Education for the 6th Class of Experimental Basic School/
Praha, SPN 1978, 175 p.

The textbook is divided into 8 topics. In spite of the fact that ideas of peace can be found in all the examples of works of music and songs in the textbook, the 3rd chapter, „Arise ye prisoners of starvation" is especially devoted to this theme.

63. MIHULE, J. – STŘELÁK, M.
Metodické pokyny k experimentální učebnici hudební výchovy 7 /Methodological Instructions for the Experimental Textbook Music Education 7/
Praha, SPN 1981, 71 p.

The fifth chapter of the experimental textbook for the 7th class, called „The Great Patriotic War and Victory" aims at achieving in pupils an understanding of the function of music in the great struggle of mankind for progress and peace. Also the „Song of Peace" by Dimitri Shostakovich is cited. Musical compositions multiply the emotional impact of various topics and are thus highly suitable for education for peace.

64. **Pěstitelské práce pro pátý ročník základní školy – Pracovní vyučování** /Cultivation Work in the 5th Class of Basic School – Work Education/ – written by A. Milec . . . – 2nd edition.
Praha, SPN 1982, 128 p.

The foundations of cultivation work on a school plot of land /practical work, seeds and seedlings, vegetables, tubers/ are described in detail. The textbook stresses the significance of research for socialist large-scale agriculture, which is capable of providing sufficient food for our population and raw materials for our industry. However, this requires several prerequisites, the most important of which is a life in peace.

65. **Pěstitelské práce v sedmém ročníku základní školy – Pracovní vyučování** /Cultivation Work in thn 7th Class of Basic School – Work Education/ – written by A. Milec . . .
Praha, SPN 1982, 192 p.

This textbook contains theoretical information which concerns practical cultivation experience, skills and habits, as well as basic information about cultivation procedures. The importance of agriculture in environmental conservation is stressed, as well as care of the landscape and the importance of international peaceful cooperation with research institutions in other countries. Especially the importance of the Council of Mutual Economic Assistance and the need of peaceful conditions for the further development of agriculture are stressed.

66. **Pěstitelské práce v 8.ročníku základní školy** /Cultivation Work in the 8th Class of Basic School/ – written by R. Halířová ...
Praha, SPN 1983, 96 p.

In a chapter on the organization and economics of Czechoslovak agriculture the authors stress that agriculture can be developed only under peaceful conditions. They point to the mutual interconnection between providing food for the population, agricultural production, the other branches of the economy and the environment. The whole chapter accents the linkage between food for the population and a life in peace.

67. VONDRÁČEK, F. – NÁHLÍK, Š. – NOVÁČEK, J.
Pracovní vyučování. Technické práce v 6.ročníku základní školy /Work Education. Technical Work in the 6th Class of Basic School/
Praha, SPN 1981, 175 p.

The textbook provides an introduction to technical work, the foundations of technical drawing, the processing of wood, of plastic materials, the machining of metals and to independent creative work. It stresses that the development of human society is closely connected with productive activities in factories, on the fields, but also in science and in research and development; this makes it possible for everyone to work for the benefit of society as a whole, in the building and defence of a socialist society. In spite of our peace policy, to provide our army with modern weapons is still necessary. For this reason the development of technical interests, knowledge and skills is warrented.

68. **Základy techniky v 7.ročníku základní školy** / The Foundations of Technology for the 7th Class of Basic School/ – written by M. Netesal ...
Praha, SPN 1982, 135 p.

In the chapter „Some Important Areas of Technology" a sub–chapter is devoted to military technology, including a survey of existing technical media. The chapter is concluded by an assesssment of the peace policy of the countries which are members of the Council for Mutual Economic Assistance. The necessity not only of being prepared for fighting, but above all the need for the constant defence of peace and disarmaments are stressed.

69. **Metodická příručka k učebnici základy techniky v 7.ročníku základní školy** /Methodological Handbook for the Textbook Foundations of Technology for the 7th Class of Basic School/ – written by M. Netesal ...
Praha, SPN 1982, 108 p.

The objective of the teaching subject Foundations of Technology is to contribute to the differentiated extension and improvement of technical education and to increase

pupils' interests in technical problems. The textbook repeatedly stresses that only under peaceful conditions of international cooperation can technology be developed. If the developed of technology is to serve mankind, international tension must be overcome; for this it is necessary to strive for peaceful cooperation and a decrease in armaments. A number of specific examples of international cooperation in the exchange of technical information, literature on patents, licencing policies, etc. are described.

70. PAVLÍČEK, Z. – ŠKÁRA, I. – BREZOVSKÝ, Š.
Pracovní vyučování. Metodická příručka pro technické práce v 7.ročníku základní školy /Work Education. A Methodological Handbook for Technical Work in the 7th Class of Basic School/
Praha, SPN 1982, 76 p.

Technical work done by pupils in school workshops is an independent part of Work Education. The subject–matter pupils are taught contributes to the education of pupils for environmental conservation and for fulfilling the tasks of defence education and education for peace which is connected with it. Also interdisciplinary relations, for instance with civics, are important in this context. Peaceful conditions are a necessity for the successful fulfillment of the tasks connected with technical work in school.

71. **Základy techniky v 8.ročníku základní školy** /Foundations of Technology in the 8th Class of Basic School/ – written by J. Vojtík ...
Praha, SPN 1983, 197 p.

In spite of the fact that this book concentrates on technical problems, the authors in the introduction stress that on the basis of reliable knowledge and skills in the area of technology the pupils will be able to contribute to the defence of their motherland and thus also to the defence of peace throughout the world.

72. HORÁK, V. – TYLLICH, F. – JANDA, O.
Pracovní vyučování. Technické práce v 8.ročníku základní školy /Work Education. Technical Work in the 8th Class of Basic School/
Praha, SPN 1983, 141 p.

This textbook for the subject Work Education sums up a large number of technical data of a formative nature, as well as a source of information. The chapter on electrotechnical work explains the use of electrical energy in industry, as well as in households. The purpose of an electric power grids is explained, especially the important complex which combines the countries which are members of the Council for Mutual Economic Assistance. This is the Peace electric energy grid. Its designation is highly adequate and reminds pupils of its purpose, as well as the fact that peace is indispensible for the life of mankind.

73. **Metodika dopravní výchovy na 1. stupni základní školy** /The Methodology of Traffic Education in the Elementary Grades of Basic School/ – written by J. Votruba . . .
Praha, SPN 1979, 192 p

Traffic education is part of the teaching and educational process and its subject – matter penetrates other teaching subjects. Education for peace is especially found in those sections which deal with the relation between highway traffic, the army and the defence capability of our country. During outdoor excercises, also defence elements are strengthened.

74. **Český jazyk pro IV. ročník gymnázií** /The Czech Language for the IVth Class of General Education Secondary Schools/ – written by K. Svoboda . . .
Praha, SPN 1982, 82 p.

The sections on „Narration" and „Composition" contain peace themes, for instance in samples of a political speech and partially also in samples of a festive speech and an address.

75. FORST, V.
Literatura pro II. ročník gymnázií – Přehled vývoje a směrů /Literature for the IInd Class of General Education Secondary School – A Survey of Developments and Trends/
Praha, SPN 1980, 126 p.

The chapter on realism in European literature provides an opportunity for a discussion on peace /for instance Russian realism – Leo Tolstoy/. Also the chapter on Czech literature at the turn of the century /for instance Fráňa Šrámek and his anti–militaristic and anti–Establishment stands/ provides such opportunities.

76. ZEMAN, M. – FORST, V.
Literatura pro III. ročník gymnázií – Přehled vývoje a směrů /Literature for the IIIrd Class of General Education Secondary Schools – A Survey of Developments and Trends/
Praha, SPN 1981, 134 p.

Chapters which deal with the poetry of national awareness and political pathos, proletarian poetry, and left –wing avant –guard theatre /the Osvobozené divadlo/ specifically acquaint pupils with peace trends in our literature.

77. VLČEK, J. – BETÁK, R. – KOŠŤÁLOVÁ, L.
Ruský jazyk pro IV. ročník gymnázia. Experimentální učební text /Russian Language for the IVth Class of General Education Secondary School – An Experimental Textbook/
Praha, SPN 1982, 143 p.

The second part of this experimental textbook is called „We are For Peace"; other textbooks for the Russian language used in general education secondary schools also have a number of topics which explicitly deal with peace, for instance „Long Live Friendship Among Nations" and „The Struggle for Peace" /The 2nd volume of the Russian Language textbook for the IIrd Class of General Education Secondary School/.

78. **Literární čtení v ruském jazyce pro III. ročník gymnázia. Experimentální učební text** /Literary Readings in the Russian Language for the IIIrd Class of General Education Secondary School – An Experimental Textbook/ – written by B. Neumann et al.
Praha, SPN 1981, 146 p.

This experimental textbook is divided into chapters according to outstanding representatives of Russian literature. In the samples of their writings it is easy to find topics concerning peace, their resistence to war and strivings to strengthen friendship among nation /for instance Tolstoy/. Textbooks for other classes of general education secondary school are designed in a similar manner; for instance in the IVth class there are texts from Mayakovski, Fadeyev and Sholokhov.

79. **Anglický jazyk pro 1. ročník gymnázia – experimentální učební text** /The English Language for the Ist Class of General Education Secondary School – An Experimental Textbook/ – written by R. Repka . . .
Praha, SPN 1979, 301 p.

The topic of cooperation among nations can be found in this experimental textbook in an article about summer camps for children where campers from different countries meet each other.

80. **Francouzský jazyk pro IV. ročník gymnázia – experimentální učební text** /The French Language for the IVth Class of General Education Secondary School – An Experimental Textbook/ – written by J. Bartoš . . .
Praha, SPN 1982, 182 p.

This textbook contains information about the Nobel Prize; information about the Olympic Games is in the textbook for the IIIrd class. These sections directly concern ideas of peace, cooperation among nations and mutual understanding.

81. JÍLEK, T. – MICHOVSKÝ, V. – RUŽIČKOVÁ, J.
Dějepis pro 1. ročník experimentálních gymnázií. I. část /History for the Ist Class of Experimental General Education Secondary School. Part I/
Praha, SPN 1979, 156 p.

This textbook describes the history of human society until the 15th and 16th centuries A. D. All of history is here a source of knowledge concerning the value of human life, which can be developed only if people live in peace. Problems of war and peace are dealt with from the point of view of important stages of history. Stress is placed both on our national history and the history of the world where often short periods of peace created periods in which humanity prospered and devoted itself to creative work. These were also periods when improvements in education occured.

82. **Dějepis. Experimentální učební text pro II. ročník gymnázia** /History. An Experimental Textbook for the IInd Class of General Education Secondary School/ – written by V. Čapek . . .
Praha, SPN 1980, 312 p.

This textbook covers the period between the disintegration of feudalism and World War I. The authors especially stress the horrors and sufferings of World War I, which envolved almost 1 billion people. The resistence of the working class against the war, as well as its social, economic and political consequences are described. An analysis of the causes of the war stresses the necessity of international cooperation and the struggle for peace as prerequisites for the peaceful life of human society.

83. **Dějepis. Experimentální učební text pro III. ročník gymnázia** /History. An Experimental Textbook for the IIIrd Class of General Education Secondary School/ – written by A. Kováčoví et al.
Praha, SPN 1981, 302 p.

This textbook deals essentially with events in the 20th century, their development, significance and assessment. The final chapters of the book stress the peace program of our government and the necessity of international peaceful cooperation. From the extensive text we cite here the Conference on Security and Cooperation in Europe which was held in 1973 in Helsinki. The preparation of the Final document took almost 2 years. The Final Act on Security and Cooperation in Europe was signed on July 30th and August 1st 1975 in Helsinki by the representatives of 33 European and 2 non–European countries /USA and Canada/. The Charter of Peaceful Coexistence among European Nations contains the principles of mutual relations among countries, which are derived from the original Soviet proposals. The Final Act from Helsinki devotes a great deal of attention to measures aimed at creating an atmosphere of mutual trust, as well as to problems of security and disarmament. It also develops opportunities for cooperation in economics, science and technology, the environment and culture. The textbook also cites a number of other documents, which confirm the peaceful strivings of our government at the international level.

84. **Zeměpis pro 1. ročník gymnázií. I. část. Pokusná učebnice** /Geography for the 1st Class of General Education Secondary School. Part I. An Experimental Textbook/ – written by P. Plesník et al.
Praha, SPN 1979, 337 p.

Essentially, geography concerns the natural, social and technical sciences; in dealing with problems of the landscape its approach stresses spatial and integrating aspects. Mutual relations among individual geo – spheres and their spatial patterns are especially important for human society. Many findings in this area have a practical significance. For this reason also developing and studying methods of conserving equilibrium in the landscape as a prerequisite for the healthy development of society are very important. However, an absolutely necessary prerequisite for this is a life in peace.

85. RIEČAN, B. – FILO, V. – HRNČIAR, P.
Matematika pro III. ročník gymnázií. Experimentální učební text. 2. část /Mathematics for the IIIrd Class of General Education Secondary School. An Experimental Textbook. Part 2/
Praha, SPN 1981, 169 p.

The textbook contains the subject of global extremes, which includes problems generally called optimalization problems, which concern for instance conservation of the environment, of the soil, but also the equippment of space craft, etc., i. e. problems which concern only a life in peace. The textbook also ends with considerations concerning peace. The authors mention the lives of some outstanding mathematicians; in discussing Leibnitz /17th century/ they write: „Perhaps the present stage of development will carry out Leibnitz's dream of a just society, of tolerance and understanding among people and peace among nations".

86. **Biologie pro 1. ročník gymnázií. Pokusná učebnice** /Biology for the 1st Class of General Education Secondary School. An Experimental Textbook/ – written by M. Lenochová et al.
Praha, SPN 1979, 323 p.

This textbook contains basic information on biology and the most important aspects of the dependency of organisms on their environment, as well as some important conclusions concerning the development of human society and life on Earth. Since man is very rapidly changing his external conditions, conservation of the environment is becoming one of the most important tasks of society. Problems connected with space exploration, the need for international cooperation in science, in research and in peaceful strivings are also stressed. The authors also stress the social importance of biological research, especially in relation to agriculture, forestry, medicine and for a number of

industries, as well as in nature conservation and environmental conservation. In conclusion the necessity of a life in peace, not only for the work of biologists, but all of human society is accented.

87. **Biologie – II pro 3. ročník gymnázií. Pokusná učebnice** /Biology II for the IIIrd Class of General Education Secondary School. An Experimental Textbook/ – written by M. Stloukal et al.
Praha, SPN 1981, 263 p. 56 pictures in appendix, 5 tabs. in appendix.

The section of the textbook which deals with the environment stresses that for the future we assume the growth of the human population, the development of industrial output, the increased production of food, but also the increased pollution of the air, of water and the soil and the more intensive exploitation of natural resources. All these problems can be solved only in peace and by limiting expenditures for armaments. The textbook also contains sections on international agreements concerning the environment, it discusses the ecological crisis, ecological catastrophes and calls upon the systematic conservation of the environment, which can be successfully undertaken only under conditions of peace.

88. HOMOLA, J., et al.
Cvičení z biologie pro III. ročník gymnázií – pokusný text /Biology Excercises for the IIIrd Class of General Education Secondary School – An Experimental Textbook/
Praha, SPN 1981, 113 p.

The textbook includes the following subject matter: the continuity of life; humans as the highest link in the development of living nature; the foundations of ecology; the importance of biology for the present development of science and technology; biology and philosophy. The last three topics concern basic problems of the environment, the relation between man and nature and philosophical opinions concerning life. A number of specific data concerning problems of the environment are cited, as well as various UNESCO activities in this area; the need for international projects for conserving the environment, space exploration, etc. are discussed. However, social prerequisites are needed for the utilization of scientific findings – among the foremost are international cooperation and a life in peace.

89. KROULÍK, J. – VODÁKOVÁ, J.
Zemědělské pokusnictví, výzkum a služby. Experimentální učebnice pro II. ročník gymnázií /Agricultural Experiments, Research and Services. An Experimental Textbook for the IIrd Class of General Education Secondary School/
Praha, SZN 1981, 111 p.

Basic theoretical knowledge and practical skills required for carrying out agricultural experiments, research and providing agricultural services are the subject of this textbook. The authors stress the utilization of the findings of worldwide science in our agriculture and describe the work done by scientific research institutes specializing in agriculture and food processing in the period of the 7th and 8th five-year plans. Stress is placed on the need to deal with fundamental problems of research concerning the forming and conserving of a healthy environment. The necessity of international cooperation in agricultural research – with the countries which are members of the Council for Mutual Economic Assistance, as well as with other countries – is strongly accented. A number of important facts, for instance about international agreements which all assume a lasting situation of peace in the world are described.

90. NOVÁKOVÁ, H. – BURDA, F.
Zemědělská technologie pro III. ročník gymnázií /Agricultural Technology for the IIIrd Class of General Education Secondary School/
Praha, SZN 1981, 219 p.

The textbook includes the following topics: the biological foundations of agriculture, crop production, plant conservation in agriculture, vegetable production. The authors stress that during the whole history of mankind, the production of food was always a primary task. Essentially agriculture forms the basic prerequisite for the existence of human society; the increasing number of inhabitants of the Earth require a more intensive utilization of the soil and increasing the output of cereal crops. This is also one of the peace tasks of our agriculture, because also in this country the amount of arable soil is constantly declining. Another serious problem which our country must deal with is the mutual linkage between agriculture and the environment; they are so mutually interconnected, that a deterioration of one leads to the same effect in the other and vice versa.

91. VOSOLSOBĚ, J. – NEUMANN, J.
Chemická výroba pro III. ročník gymnázií /Chemical Production for the IIIrd Class of General Education Secondary School/
Praha, SNTL 1981, 208 p.

The textbook contains the following subjects: basic technical terms and definitions, technical operations, technical processes, the planned development of the chemical industry in this country, basic data on the limits of raw material resources, the need to import raw materials, the importance of fuel and energy resources for the chemical industry and environmental problems connected with this, international cooperation, structural changes in the chemical industry, the development of chemicals for agriculture as a prerequisite for increasing crops, the necessity of giving priority to environmental

conservation, international cooperation and the peaceful development of the chemical industry in this country.

92. GERŠIČ, J. et al.
Chemie pro 3. ročník gymnázií. Pokusná učebnice /Chemistry for the IIIrd Class of General Education Secondary School – An Experimental Textbook/
Praha, SPN 1981, 260 p.

The chemistry course in the 3rd class of general education secondary schools deals with the problem of polymers and giant molecules, provides pupils with basic knowledge in bio–organic chemistry and the chemistry of living systems and also the significance of chemistry in our society. In connection with problems of chemistry and the environment and the importance of chemistry from the point of view of the defence of the country, important information concerning war and peace is given. Numerical data concerning war are self–explanatory and terrible. During the last five thousand years there were more than 14 thousand wars throughout the world in which over 3.5 billion people died. Strivings for peace are concentrated above all to averting a nuclear conflict, but also to the prevention of all wars.

93. HAKEN, J. – KALNÝ, K.
Chemická technologie – Pokusný učební text pro 4. ročník gymnázií s experimentální výukou základům techniky a ekonomiky /Chemical Technology – An Experimental Textbook for the IVth Class of General Education Secondary School with the Experimental Teaching of the Foundations of Technology and Economics/
Praha, SPN 1975, 164 p.

Chemical Technology as a part of the Foundations of Technology and Economic course accents practical applications. Chemical processes are reflected in technological relations, which also concern resources, for instance petroleum, natural gas and other substances, as well as the problem of international relations which develop in the transportation of these substances. In this context Czechoslovakia has become an important transit area. A prerequisite for the development of these positive international relations is the peaceful coexistence between the nations of the East and West.

94. ŠUP, J.
Ekonomika. Pokusný učebný text pro IV. ročník gymnázií s experimentální výukou základům techniky a ekonomiky /Economics. An Experimental Textbook for the IVth Class of General Education Secondary School with the Experimental Teaching of the Foundations of Technology and Economics/
Praha, SPN 1976, 123 p.

The textbook explains basic economic terms and problems concerning the national

economy; it aims at forming in pupils an economic way of thinking, which will make it possible for them to take correct stands towards basic economic problems and processes. The division of labour outgrows the boundries of individual national economies and leads to the international division of labour. The world economy is a category belonging to political economy; the international division of labour leads to the existence of international markets. But this is possible only under conditions of peace. Also in the area of science and technology, international cooperation is required. The role of the Council for Mutual Economic Assistence is also stressed.

95. BOCKO, O. – EICHLER, B.
Ekonomika a organizace. Pokusný učební text pro III. ročník gymnázií s epxerimentální výukou ve volitelné skupině předmětů základy ekonomiky /Economics and Organization. An Experimental Textbook for the IIIrd Class of General Education Secondary School with the Experimental Teaching of the Foundations of Economics in the Elective Group of subjects/
Praha, SPN 1981, 107 p.

The textbook also includes a section on various forms of economic cooperation at the international level, where a prerequisite for the successful creation of these economic relations is peaceful cooperation. The authors cite specific examples of peaceful economic cooperation above all within the farmework of the Council for Mutual Economic Assistence, but also within the framework of Czechoslovak foreign trade with capitalist, as well as developing countries.

96. **Základy výroby a odborné přípravy pro 2. ročník gymnázií** /The Foundations of Production and Vocational Training for the IInd Class of General Education Secondary School/ – written by J. Bizík et al.
Praha, SPN 1981, 135 p.

In agreement with general educational objectives, the teaching subject Foundations of Production and Vocational Training in the 2nd class of general education secondary school also contributes to influencing pupils in the forming of their ideological, political and moral profiles. In the topic Man and his Environment, among others the radioactivity in the environment is discussed. Teachers are reminded that they should stress the connection between the struggle for peace and conservation of the environment /a prohibition of nuclear weapons, the peaceful utilization of nuclear energy in the area of international relations/.

II a. CZECH AND SLOVAK PUBLICATIONS

97. CHVÁTAL, V.
Za mírové soužití /For Peaceful Coexistence/
Praha, SPN 1972, 165 p.

The General Education for Youth Library. Series: Problems of International Relations. The book discusses the peaceful strivings of the United Nations, the activities of peace movements against the Cold War and how the principles of peaceful coexistence can penetrate practical politics. The book also contains a discussion of theoretical aspects of peaceful coexistence and legal aspects of this problem.

98. ČERMÁKOVÁ, V.
Leninská politika mierového spolužitia – Študijný text pre stranické vzdelávanie /The Leninist Policy of Peaceful Coexistence – A Textbook pro Party Education/
Praha, Svoboda 1974, 22 p.

A booklet for educational activities in the Communist Party of Czechoslovakia. It deals with the Leninist concept of peaceful coexistence and the struggle of the Soviet government and Soviet diplomacy to implement the principle of peaceful coexistence in international relations. The author also describes the endeavours of the socialist countries to maintain peace and to guarantee security and cooperation among nations during the period of the Cold War. In conclusion the Peace Program of the 24th Congress of the Communist Party of the Soviet Union and the inciative of the USSR, Czechoslovakia and other socialist countries for the reconstruction of international relations for permanent peace and social progress are described.

99. **Mírová práce mezi mládeží /Activities for Peace among Youth/**
In: Z činnosti České mírové rady. Materiál pro delegáty České mírové konference. /In: On the Activities of the Czech Peace Council. Documents for Delegates of the Czech Peace Conference/
Praha, Česká mírová rada 1975, pp. 29–31.

This paper provides information on the creation and activities of the Committee for Educating Youth for Peace, which was formed by the Czech Peace Council and established on June 2, 1969.

100. SMÍŠEK, J.
Mírová strategie socialistických zemí
Praha, Vydav. ČVUT 1977, 336 p.

The Prague Polytechnical School and its Institute of Marxism–Leninism have published this book on the Leninist theory of peaceful coexistence and its practical implementation under conditions following the 24th Congress of the Communist Party of the Soviet Union. It deals with problems of European security, the unity of the countries which belong to the socialist system and the basic prerequisites for the worldwide struggle for peace. It stresses that economic cooperation is an important peace factor. In conclusion the author extensively discusses peaceful cooperation between countries with different social systems in the context of the class and ideological struggle.

101. XI. plenární zasedání České mírové rady /The XIth Plenary Session of the Czech Peace Council/
Praha, Česká mírová rada 1979, 71 p.

The paper presented by Stanislav Moravec dealt with the contribution made by the young generation to the struggle for peace, as well as with the most effective methods of ideological educational work /for instance lectures, panel discussions, ad hoc political discussions, meetings or gatherings, peace meetings, meetings to protest something or to express solidarity, art and literary competitions – such as Children, Peace and Art – and peace marches, etc./.

102. Mírová práce mezi mládeží /Peace Activities among Youth/ – written by M. Vávrová, A. Kaniová and A. Stejskal et al., members of the Czech Peace Council's Committee for Educating Youth for Peace.
Praha, Česká mírová rada 1979, 41 p.

This booklet is addressed to the officers and activists of the peace movement and discusses the main objectives of peace activities among youth. It describes individual methods of work among youth, including peace meetings and setting up youth work teams. Some of the examples cited concern work among apprentices and pupils. In conclusion the experineces gained in educational work are summed up.

103. Obrana socialistické vlasti a otázky války a míru v branné výchově /The Defence of the Socialist Motherland and Problems of War and Peace in Defence Education/
Praha, Horizont 1980, 209 p.

The book deals, among others, with problems of defence education in schools. The content, approach and objectives of defence education in schools are based on the general objectives of defence education as a component of communist education and thus are entirely integrated into the whole education system and the whole process of teaching and education. Defence education makes maximum use of the opportunities provided to it by the new Czechoslovak educational system, especially by the development of interdisciplinary relations. For instance the chapter concerning the unsuitability of wars as a method of solving social conflicts can serve for this education.

104. Z činnosti České mírové rady /On the Activities of the Czech Peace Council/ – document for participants in the extended plenary session of the Czech Peace Council.
– Česká mírová rada 1980, 64 p.

The booklet contains the following topics: Forms and methods of peace activities; lectures and peace propaganda; peace activities in factories and villages; peace activities with young people; cultural activities; the competition Children, Peace and Art; solidarity and protest activities; publications.

105. **Já volám mír dětem celého světa** /I Call for Peace for the Children of the Whole World/
– compiled by A. Stejskal
Praha, Česká mírová rada 1982, 86 p.

A collection of extant letters written by children from Lidice in 1942, letters written by children in socialist Czechoslovakia and some of the entries to the competition Children, Peace and Art. The purpose of the booklet is to provide teachers and pupils in schools with authentic study materials.

106. LUPTÁK, L.
Úlohy vo výchove mládeže k mieru /Assignments for Use in Youth Education for Peace/
– a methodological worksheet.
Bratislava, Slovenská mierová rada 1982, 66 p.

The booklet contains information and discussions on the following topics: Peace education of youth after the XVIth Congress of the Communist Party of Czechoslovakia; the Marxist–Leninist concept of peace; the historical inevitability of the defence and maintaining of peace; what kind of peace do nations require at present; pacifism and problems of war and peace; peace as a social ideal; the organizational principles, activities, plans and finnacial resources of hobby clubs of young peace builders.

107. **Mírová práce v oblasti kultury** /Peace Activities in the Area of Culture/
– , Česká mírová rada 1982, 57 p.

A methodological booklet for officers of the Peace Movement. It includes, among others, various suggestions for make use of cultural facilities for education for peace. A number of examples of activities organized by the Czech Peace Council in the area of culture and education are described.

108. **Tematický list ke komunistické výchově mládeže** /Topic Outline for the Communist Education of Youth/
Praha, Městský výbor Socialistické akademie ČSSR 1982. Topic outline No. 15.82, 44 p.

This outline is designed for all organizers of educational activities for youth and concerns Cycle No. 11 „Problems of War and Peace in the Present Epoch". On the basis of the Marxist–Leninist theory of wars and the army, and on the basis of the documents of the 24th Congress of the Communist Party of the Soviet Union and the 16th Congress of the Communist Party of Czechoslovakia it deals with problems of war and peace as the fundamental problem of society.

109. **Boj za mír a současné mírové hnutí** /The Struggle for Peace and the Contemporary Peace Movement/
Praha, Městský výbor Socialistické akademie ČSSR 1983, 4 p.

A leaflet which provides information on lectures about the peace movement organized by the Prague city committee of the Socialist Academy of Czechoslovakia, as its contribution to the organization of the World Assembly for Peace and Life, Against Nuclear War.

110. **Hlas srdce, Antologie české a slovenské protiválečné poezie** /The Voice of the Heart. An Anthology of Czech and Slovak Anti-war Poetry/ – edited and selected by Ota Řídký, Marie Moravcová and Antonín Stejskal, together with the staff of the Jiří Mahen Regional Library in Brno.
Praha, Česká mírová rada 1983, 115 p.

The anthology is recommended for use in education for peace in Czech language teaching lessons in various types of schools.

111. MENCER, G.
Socialistické Československo /Socialist Czechoslovakia/
Praha, Městský výbor Socialistické akademie ČSSR 1983, 85 p.

A chapter on the teaching and educational system describes how J.A. Comenius, on the basis of his principles of democratic education, ostensive instruction and the independent thinking of pupils, as well his generally acknowledged strivings for peace, was several centuries ahead of his time. Our present society is fully capable of implementing his heritage in the authenticity of learning, as well as in humane educational and teaching principles; last but not least our contemporary society is also capable of implementing his ideas in the area of the international political situation.

112. NOVÁK, V.
Za mír – proti jaderné válce /For Peace – Against Nuclear War/
Praha, Horizont 1983, 99 p.

A chapter on the peace movements in the socialist countries stresses the fact that a foremost area of activity in the socialist countries is education for peace. Its foundation is in schools, where the peace movement has the opportunity and obligation to influence education, especially in the creation of new teaching syllabi and textbooks, as well as during instruction and the extra-curricula activities of pupils. It is thus no chance occurance that in all the socialist countries representatives of the Ministry of Education are members of peace bodies at the highest level while at the regional level, this is true of school administrators.

113. **Pokrokové síly světa v boji za mír a odzbrojení** /The Progressive Forces of Mankind in the Struggle for Peace and Disarmament/ – a collection of papers from a state-wide seminar for lecturers of the Socialist Academy of Czechoslovakia, held on November 30,

1982 in Prague
Praha, Horizont 1983, 70 p.

Among the papers published in this collection, the outline of a lecture called The International Youth Movement in the Struggle for Peace by D. Kopecká is suitable for use in schools in education for peace.

114. **Praha včera, dnes a zítra** /Prague Yesterday, Today and Tomorrow/
Praha, Městský výbor Socialistické akademie ČSSR 1983, 39 p.

An article about George of Poděbrady, who attempted to create a peaceful organization of European countries, is suitable for use in education for peace.

III b – BIBLIOGRAPHIES. LITERATURE REVIEWS

115. **Mír a výchova k míru** /Peace and Education for Peace/ – a selected bibliography compiled by L. Sedlíková
Socialistická škola, 23, 1982–1983, No. 10, p. 478 + back cover

A bibliography of literature concerning the struggle for world peace and education for peace.

116. **Výchova k mezinárodnímu dorozumění** /Education for International Understanding/ – compiled by A. Košková
Praha, Ústav školských informací při MŠ ČSR 1983, 22 p.

A literary review which includes 163 annotations of books and articles in periodicals for the period 1971–1982 which are related to internationalist education and education for peace.

III c – ARTICLES FROM CZECH AND SLOVAK PERIODICALS

117. HAVLÍN, J.
Záležitost nás všech / A Concern Of Us All/
Učitelské noviny, 23, 1973, No. 24, p. 1.

New tasks have been defined with the aim of assuring our country a healthy, committed and well educated future generation. This can be achieved only if we shall live in peace. For this reason the struggle to maintain peace concerns each and every one of us.

118. RŮŽIČKOVÁ, H.
Kultura a vzdělání nástroj světového míru /Culture and Education as Instruments of World Peace/
Učitelské noviny, 23, 1973, No. 42, pp. 1, 3.

The author acquaints readers with the course and outcome of the work of one of the committees at the World Congress of Peace Forces, held in Moscow.

119. STEJSKAL, A.
Společně s mládeží do boje za mír /Together with Youth in the Struggle for Peace/
Mír, 20, 1973, No. 1, p. 2.

The author discusses the tasks and forms of education for peace among young people.

120. VOLF, K. – FLACHSOVÁ, M.
Výchova k spravedlivému míru /Education for a Just Peace/
Mír, 20, 1973, No. 5, p. 5.

Information on the activities of the District Peace Council in České Budějovice, which devotes the major part of its activities to the education of youth.

121. CIKÁNKOVÁ, V.
Mír, válka, život jako námět /Peace, War and Life as Art Topics/
Estetická výchova, 1975–1976, No. 1, pp. 2–4.

The author discusses peace, war and life as topics given to pupils as assignments in art education.

122. DRÁPAL, M.
Současné světové hnutí a geografie /Contemporary World Movements and Geography/
Přírodní vědy ve škole, 27, 1975–1976, No. 2, pp. 66–67. Lit. 4.

Suggestions for teaching topics in regional geography which concern the present lessening of international tension.

123. KURFÜRST, J.
Důležité cesty míru /Important Ways to Peace/
Komenský, 100, 1975–1976, No. 1, pp. 38–41.

The author, at the occasion of the beginning of the school year, offers comments on those methods of school work in which priority is given to maintaining world peace.

124. PICHLER, K.
Vychovávať aktivných bojovníkov za mier /For the Education of Those Active in the Struggle for Peace/
Mír, 22, 1975, No. 9, pp. 14–15.

Among the main tasks of school is the education of people who will be active in the struggle for peace. Education for peace should find its adequate place in the teaching process, especially in history, geography, civics and elementary civics courses.

125. VOMÁČKOVÁ, M. – VOMÁČKA, J.
Mírové soužití a výchova na ZDŠ /Peaceful Coexistence and Education in Basic Nine-year Schools/
Socialistická škola, 16, 1975–1976, No. 6, pp. 265–268. Lit. 7.

The author provides various suggestions for educating pupils for peace and peaceful coexistence.

126. CIKÁN, M.
Jazyková škola příkladem /The School of Languages Sets an Example/
Mír, 23, 1976, No. 8–9, p. 21.

The teachers at the School of Languages in České Budějovice educate young people, as well as adult students for peace. The article contains information on their work and activities.

127. STEJSKAL, A.
Ve jménu života v míru /For the Sake of a Life in Peace/
Socialistická škola, 17, 1976–1977, No. 9, pp. 387–389.

Education for peace is an important component of teaching and education work in our schools.

128. BOKOR, K.
Venujeme pozornosť mládeži /We Devote Our Attention to Youth/
Mír, 24, 1977, No. 6, p. 13.

Information on the activities of the District Peace Council in Trenčín; the Council has very effective cooperation with the Socialist Union of Youth and with outstanding representatives of the peace movement in Czechoslovakia. As an example the author cites a meeting of young people with prof. Juraj Cúth, vice-president of the Slovak Peace Council, where 450 secondary school students became acquainted with the peace movement and the struggle for peace, disarmaments and social progress.

129. GNOTHOVÁ, E.
Vyučovanie cudzích jazykov vo svetle Záverečného aktu Konferencie o bezpečnosti a spolupráci v Európe /Foreign Language Instruction in the Light of the Final Act of the Conference on Security and Cooperation in Europe/

Cizí jazyky ve škole, 21, 1977–1978, No. 8, pp. 363–365.

The Conference on Security and Cooperation in Europe, as well as its Final Act are manifestations of strivings to peacefully solve problems in Europe. Foreign language instruction, according to this document, is considered to be a medium which serves the extension of contacts among nations, the aim of becoming better acquainted with the culture of other countries and as a medium of strengthening international cooperation.

130. ŠEVČÍKOVÁ, A.
Učiteľ, vychovateľ, buditeľ /Teacher, Educator, Revivalist/
Mír, 24, 1977, No. 3, p. 3.

The article is devoted to Jan Amos Comenius who strived for peace throughout the world and understanding among nations.

131. **Seminár Slovenskej mierovej rady o mierovej výchove dětí a mládeže** /A Seminar of the Slovak Peace Council on Education for Peace of Children and Youth/
Mír, 25, 1978, No. 3, p. 14.

The purpose of this seminar was to unify approaches used in education for peace and acquaint everyone with the best forms and methods of education used, so that the total effectiveness of educational work for peace among young people improves.

132. ČEŠKA, Z.
Potřeba výchovy k odzbrojení. Rozhovor zpravodaje ČTK s rektorem University Karlovy / The Need for Education for Disarmaments. An Interview by a Reporter from ČTK with the Rector of the Charles University/
Rudé právo, 59, 1979, No. 134, p. 2.

The Rector of the Charles University informs readers of a meeting of specialists organized by UNESCO to prepare an international congress on education for disarmaments. Specific measures will be taken in the area of the school system, as well as among citizens, by the mass communication media.

133. FENCL, J.
Branná výchova v duchu míru / Defence Education in the Spirit of Peace/
Tělesná výchova mládeže, 46, 1979, No. 2, pp. 54–59. Lit. 3.

The article discusses the relation between defence education and education for peace. Also education in the spirit of peace or peace pedagogics are discussed.

134. FLOROVÁ, R.
Ruský jazyk – jazyk pokroku a míru /Russian – The Language of Progress and Peace/

Ruský jazyk, 30, 1979 – 1980, No. 3, pp. 97 – 99.

A discussion of the Russian language as the language of peace and progress, of peaceful coexistence among nations and at the same time as an important factor in developing socialist culture and social progress.

135. HVOZDÍK, J.
Súčasné úlohy mierovej výchovy mládeže /Present Tasks of Education for Peace among Young People/
Mír, 31, 1979, No. 9, pp. 1, 2.

The author discusses the peace education of young people from the point of view of the objectives, content and forms of this education.

136. **Maturita budovatele míru** /A Competition for Builders of Peace/
Mír, 31, 1979, No. 1, p. 5. 1 photo.

Information concerning a special competition which will test knowledge concerning the peaceful foreign policy of Czechoslovakia and the activities of the Czechoslovak and international peace movements.

137. **Prohlášení ministerstva školství České socialistické republiky na podporu významné mírové iniciativy SSSR** /Declaration of the Ministry of Education of the Czech Socialist Republic in Support of an Important Peace Iniciative of the USSR/
Učitelské noviny, 29, 1979, No. 38, p. 1.

A peace declaration and an appeal to all teachers, educators, vocational training foreman and other staff of the whole educational system.

138. SRŠEŇ, Š.
Medzinárodný rok dieťaťa a mierové hnutie /The International Year of the Child and the Peace Movement/
Mír, 31, 1979, No. 5, p. 3.

One of the tasks of the International Year of the Child is to increase the intensity of activities among youth and hence to improve the conditions which exist for education for peace of the young generation. Non – traditional forms of education for peace are stressed.

139. STEJSKAL, A.
V Praze se konala porada UNESCO o výchově k odzbrojení /A UNESCO Meeting on Education for Disarmaments was Held in Prague/
Mír, 31, 1979, No. 10, p. 5.

Information on the course of a meeting organized by UNESCO. The discussion concentrated on a clarification of three different approaches to education for disarmaments: 1. to organize the whole educational process in the spirit of disarmaments; 2. to pinpoint disarmaments within the framework of those teaching subjects, which are suitable for this purpose; 3. to teach disarmaments as a seperate teaching subject. It was stressed that education for disarmaments is in itself a very complex process, which includes political, science, psychological and didactical aspects.

140. STOLÁR, J.
Mohutný impuls pro práci školy /A Mighty Impuls for the Work of Schools/
Učitelské noviny, 29, 1979, No. 38, p. 1.

The author discusses the peace inciative of the USSR and the education of the young generation.

141. ČEŠKA, Z.
Výchova k odzbrojení /Education for Disarmaments/
Mír, 32, 1980, No. 9, p. 1.

Participants in an UNESCO meeting which was held in Prague came to the conclusion that the term education for disarmaments should be understood in the broadest sense of the word and should include not only school education, but also education outside the school system and in the family. At the UNESCO World Congress held in 1980 in Paris, its first committee devoted most of its attention to problems and suggestions concerning the system of basic and secondary shools, as well as universities and other institutions of higher learning. The preparation of teaching aids, teaching methods and teaching procedures should receive full attention. Education for disarmaments also takes place within the family. Also in the course of military service and in the course of non–formal education of adults in lectures, etc. the purpose of peace education can be served. The UNESCO meeting also dealt with problems concerning the scientific study of disarmaments, cooperation among individual research institutions and the collection of the relevant documentation. The mass communication media have a special role to play in education for disarmaments. A Czechoslovak motion, which was carried, cites the principles of the strategy of education for disarmaments.

142. DURČINSKÝ, J.
Zvýšme účinnosť mierovej propagandy /Let Us Increase the Effectiveness of Peace Propropaganda/
Mír, 32, 1980, No. 8, pp. 2–3.

Propaganda is one of the forms of education for peace of both children and adults.

Problems concerning the educational influence and utilization of didactical technology should be further developed. In conclusion the author discusses conditions needed for improving the educational process.

143. **Ešte intenzívnejšie v mierovej výchove** /For More Intensive Education for Peace/
Mír, 32, 1980, No. 3, p. 12.

Information on a meeting of the Presidium of the Slovak Peace Council. In the final section of the report systematic and purposeful political and educational work for furthering and promoting the ideas of the struggle for peace, the lessening of tension and for disarmaments are considered to be the primary task of the year.

146. HOLOŠ, J.
Využívame všetky možnosti? /Do We Make Use of All Opportunities?/
Učitelské noviny, 30, 1980, No. 17, p. 5.

The article reports on the deliberations of the Peace Council of the Capital of Slovakia, Bratislava. The promotion of the peace movement in schools, the Socialist Union of Youth and the Young Pioneer Organization of the Socialist Union of Youth are described.

145. MORAVCOVÁ, M.
Vychovávají pro mír /They Educate for Peace/
Mír, 32, 1980, No. 9, pp. 10–11.

A summary of answers given by members of the teaching staff of some schools to the following questions: 1. How have you been implementing education for peace in your work so far? 2. How do you contribute to peace work in your district? 3. What peace activities are you preparing?

146. MUDROCH, J.
Československé mírové hnutí v roce 1980 /The Czechoslovak Peace Movement in 1980/
Mír, 32, 1980, No. 1, p. 1.

The author stresses new aspects of the peace movement, such as for instance greater importance attached to education for peace and disarmaments.

147. OSVALD, J.
Mierovú politiku do vedomia stredoškolskej mládeže /Bringing Peace Problems to the Attention of Secondary School Youth/
Učitelské noviny, 30, 1980, No. 46, pp. 1–3.

The importance of problems connected with peace in the ideological and political

education of young people who are studying in secondary schools is stressed. The author also discusses the importance of the peace movement at present and how problems of peace can be reflected in civics topics in secondary schools.

148. **Socialismus a mír jsou neoddělitelné** /Socialism and Peace are Indivisible/
Český jazyk a literatura, 31, 1980–1981, No. 1, pp. 1–5.

The article shows, among others, how teachers of Czech Language and Literature have the opportunity to show pupils within the framework of the educational and teaching process how socialism and peace are indivisible.

149. ŠVIREC, J.
Zamýšlame sa nad účinnosťou mierovej propagandy /Comments of the Effectiveness of Peace Propaganda/
Mír, 32, 1980, No. 11, pp. 13–14.

A report on the activities of the Slovak Peace Council, which among others also devoted a great deal of attention to the education of children and youth in the spirit of peace.

150. VONDRUŠKA, M.
Důrazně podporujeme mírovou iniciativu /We Strongly Support Peace Inicistives/
Učitelské noviny, 30, 1980, No. 1, p. 1.

The peace policy of the socialist countries is discussed from the point of view of school and educational policy.

151. **Čo robí mládež v boji za mier** /What are Young People Doing in the Struggle for Peace/
Mír, 33, 1981, No. 7, p. 7.

Brief information concerning the findings of a questionnaire project which concerned the basic question of how youth in your country is contributing to the struggle for peace in the world? The questionnairs were sent out by Czechoslovak Radio in Bratislava. The purpose of the project was to carry out an international exchange of the best methods of youth work in the struggle for world peace and the mutual stimulation of even more extensive and intensive activities in this area.

152. JESENICKÁ, M.
Mierová motivácia výchovy detí a mládeže /Peace Motivation in the Education of Children and Youth/
Mír, 33, 1981, No. 1, p. 14.

Information about the organization of a competition called Young Pioneers in Trenčín Compete in Art and Literature. The competition is organized by the District Peace

Council with the Department of Education of the District National Committee and the District Council of the Young Pioneer Organization of the Socialist Union of Youth.

153. KITZBERGER, S.
Působit na mladou generaci / To Influence the Young Generation /
Mír, 33, 1981, No. 10, p. 13.

Information on the tasks of the Municipal Peace Council in Plzeň. Influencing the young generation is considered to be one of the most important tasks.

154. MUDROCH, J.
Mír a životní prostředí /Peace and the Environment/
Naší přírodou, 1. 1981, No. 6, p. 1.

At its 35th session the General Assembly of the United Nations approved a resolution called The Historical Responsibility of Governments for Conserving the Soil for Present and Future Generations. It unequivocally stressed the fact that the arms race and the possible use of nuclear weapons and other weapons of destruction on a mass scale would have catastrophic consequences for the life of mankind and its environment. The World Peace Council, aware of the close link between the struggle for peace and problems concerning the conservation of the environment, has set up a special Environmental Committee. The Czechoslovak Peace Council, at the request of the World Peace Council, organized at Dobřichovice on May 16th and 17th 1981 a seminar on the subject of Peace, Energy and the Environment.

155. OSVALD, J.
Mierová politika v pedagogickej praxi /Peace Education in Practical Education/
Mír, 33, 1981, No. 3, p. 13.

In the third year course of secondary school education there is an opportunity to carry on education for peace by continuing some of the topics dealt with in civics /for instance the principle of peaceful coexistence/. Also the history, literature, Russian, visual arts and geography courses provide subject-matter which can be utilized for education for peace. The author also discusses extracurricula activities and activities undertaken outside the school system from the point of view of peace education.

156. PETRÁČEK, S.
Příprava učitelů pro výchovu k péči o životní prostředí – /subregionální seminář UNESCO/ Teacher Training for Environmental Conservation Education – /a sub-regional UNESCO seminar/
Univerzitní zprávy, 1981, No. 5, pp. 58–60.

The organizer of the seminar cited in the title was the European Information Centre for the Further Education of Teachers of the Charles University in Prague. The seminar was held on October 13th to 17th 1980 in Prague and at Hluboká nad Vltavou. The lecture given by V. Císař concerned basic points of departure as far as the drafting of a system of teacher training and the further education of teachers is concerned in the area of environmental conservation. He stressed the direct link which exists between environmental conservation and education for peace, international understanding and disarmaments. In this area of education he underlined the decisive role and responsibility of the teacher; he also characterized the basic attitude our government has to the solution of problems connected with peaceful coexistence.

157. POŠTOVÁ, K.
Výchova k mieru /Education for Peace/
Mír, 33, 1981, No. 7, pp. 6–7.

The Slovak Peace Council and other peace movement bodies in Slovakia consider the education of children and youth for peace to be one of its main tasks. Two seminars held for Peace Councils from the whole of Slovakia concerning the education of children and youth for peace have defined specific tasks, as well as methods of work. The competition Young Pioneers in Trenčín Compete in Art and Literature has been found an effective form of activity with children from 3 to 15 years of age. A Day of Peace and Friendship has been found to be another successful form of activity for children and youth. These „Days" are organized in the course of summer camps for Young Pioneers or for students. Also other forms of peace education are discussed, such as for instance summer peace festivities for children, meetings, festivals and competitions of songs about peace, etc. The author also describes Young Peace Builder hobby clubs and their activities.

158. STREJČKOVÁ, O.
Naše děti musí žít v míru /Our Children Must Live in Peace/
Předškolská výchova, 36, 1981–1982, No. 9, pp. 3–4.

The author cites specific examples of educating pre–school aged children for peace.

159. TMEJ, K.
Naléhavý hlas vědců /The Urgent Voice of Scientists/
Učitelské noviny, 31, 1981, No. 9, p. 8.

The author reports on a symposium on disarmaments organized by the World Federation of Scientific Workers in Varna, Bulgaria. Among the topics discussed at the symposium were the conditions needed for the lessening of tension in international relations, as well as the implementation of UNESCO recommendations concerning educa-

tion for peace and disarmaments in the educational systems of the socialist countries. Also the role of all educators was stressed. The author also describes the active participation of the Czechoslovak delegation at this symposium.

160. VÁVRA, J.
Boj za světový mír a sovětská literatura /The Struggle for World Peace and Soviet Literature/
Český jazyk a literatura, 32, 1981–1982, No. 3, pp. 97–101.

The author first discusses the participation of Soviet writers in the struggle for peace. Then he provides a brief survey of the works of some Soviet writers which directly concern the problem of the struggle for peace.

161. **Boj za mír má mnoho podob** /The Struggle for Peace has Many Forms/ – from the documents of an international seminar of scientists and educators held in Prague on May 10th to 12th 1982.
Mír, 34, 1982, No. 9, p. 2.

One of the three documents produced by the international seminar The Role and Tasks of Educators in the Present Struggle for Disarmament and Peace is an appeal to all educators, which includes the following passage: „We should support in the course of school instruction the use of those documents which strive for peace and mutual understanding; we support the development of research centres dealing with peace and disarmaments, which will work in coordination with UNESCO and other international organizations."

162. **Dvakrát více. Interview s předsedou Světové rady míru Romeshem Čandrou** /Twice as Much, An interview with the President of the World Peace Council, Romesh Chandra/ – written by Vladimíra Kábrtová.
Učitelské noviny, 32, 1982, No. 23, pp. 1–2.

An interview with Romesh Chandra who also participated in the international seminar on the tasks of educators and scientists in the common struggle for disarmaments and peace, which was held in Prague in 1982.

163. ČEPIČKA, K.
Mírová výchova mládeže /The Education for Peace of Youth/
Mír, 34, 1982, No. 5, p. 6.

A paper presented to the plenary session of the Czechoslovak Peace Council on December 17th 1981. The author stresses that the teaching syllabi of all teaching subjects in the school curriculum, including especially Czech Language and Literature, Russian

Language, History, Civics, Visual Art Education and Defence Education contain many items which are directly linked to education for peace and peaceful coexistence and to a convinction that peace must be strived for. Education of youth for peace has already penetrated the whole teaching and educational work of the school system.

164. HANZALOVÁ, D.
Střežit největší poklad /We Must Protect Our Greatest Treasure/
Učitelské noviny, 32, 1982, No. 23, p. 9.

A paper presented by the author at the Prague seminar on the tasks of scientists and educators in the common struggle for disarmaments and peace. She describes the purpose and methods of the education of the young generation towards peace strivings.

165. HUSÁK, G.
Účastníkům V. mezinárodního kongresu učitelů ruského jazyka a literatury /Greetings Sent to Participants of the Vth International Congress of Russian Language and Literature Teachers/
Ruský jazyk, 33, 1982, No. 2, pp. 49–50.

The Secretary General of the Central Committee of the Communist Party of Czechoslovakia and the President of The Czechoslovak Socialist Republic in his greetings to the participants of the Congress among others stresses that the Russian language is in today's educated world the language of peace, friendship and cooperation among nations and that our country stands together with the Soviet Union and the other countries of the socialist commonwealth and with progressive people throughout the world at the head of endeavours to maintain world peace.

166. JANOUŠEK, B.
O výchově k míru /On Education for Peace/
Mír, 34, 1982, No. 12, pp. 6–7.

The article contains specific recommendations for educating youth for peace, for instance the inclusion of problems of peace into those civics lessons whose subject–matter is not specified by the teaching syllabus. Within the curriculum, peace problems should especially be included into civics in secondary schools of all types including vocational schools, as well as the curriculum of teacher training schools, including the post–graduate study of teachers. Also in other teaching subjects, including the natural sciences, problems of peace should be mentioned. Work should be commenced on the creation of a textbook Education for Peace, as well as a unjform program of effective education for peace beginning with pre–school education up to university level schools, including materials for use in adult education.

167. KANIOVÁ, A.
Lidé bojujte za mír – my děti vám pomůžeme /People, Struggle for Peace, We Children Shall Help You/
Mír, 34, 1982, No. 11, p. 12.

The XVIth annual competition Children, Peace and Art is devoted above all to the World Assembly for Peace and Life, Against Nuclear War and should express support of its aims, which are directed towards averting a nuclear catastrophe and maintaining peace on our planet. The competition is held under the auspices of the Central Committee of the National Front of the Czech Socialist Republic, the Ministry of Culture of the Czech Socialist Republic, and the Ministry of Education of the Czech Socialist Republic. This provides the competition with a much broader scope for finding competitors in schools of all types.

168. KLÁROVÁ, J.
Mír a naše nejmladší generace /Peace and our Youngest Generation/
Zpravodaj České mírové rady, 1982, No. 3, pp. 68 – 70.

The author discusses the tasks of kindergartens in the educational process and also briefly describes how to acquaint pre-school aged children with the word peace.

169. MORAVEC, S.
Mírová práce mezi mládeží /Peace Work among Young People/
Mír, 34, 1982, No. 4, pp. 11 – 12.

The main ideas found in papers presented by representatives of individual regions concerning the situation in their organizations.

170. POŠTOVÁ, K.
Mladá generácia a mier /The Young Generation and Peace/
Mír, 34, 1982, No. 9, p. 1.

The author discusses the education of children and youth for peace, which is one of the main tasks of Peace Councils. Also the methods of work used by different Peace Councils in the area of education for peace among young people and children are discussed.

171. **Práca s mladými sa osvedčuje /Working with Young People Brings Results/**
Mír, 34, 1982, No. 3, p. 12.

A summary of the discussion held at the plenary session of the Slovak Peace Council in Trnava on December 4th and 5th, 1981, which concerns problems of education for

peace of young people. Some of the ideas proposed in the discussion are described in detail.

172. SCHÖNOVÁ, L. – LINHARTOVÁ, A.
Charta národů za mír /The Charter of Nations for Peace/
Cizí jazyky ve škole, 26, 1982 – 1983, No. 1, pp. 24 – 25.

A Czech – German – English – French – Spanish dictionary, which contains the most important terms used in discussing peace problems.

173. VÁVROVÁ, M.
Zkušenosti a činnosti mírových aktivů mládeže při ZO SSM na škol[illegible]ých, učilištích a závodech Severočeského kraje /Experiences with Organizing Young Peace Activists in Basic Organizations of the Socialist Union of Youth in Schools, Apprentice Training Centres and Factories of the North Bohemian Region/
Zpravodaj České mírové rady, 1982, No. 1, pp. 80 – 84.

The main purpose of Committees for Peace Work of District Peace Councils is to educate the young generation so that it understands the indivisible nature of the struggle for peace and the struggle for building socialism. Groups of activists can greatly help in carrying out these plans, especially in schools and apprentice training centres. The group of activists is usually supervised by a teacher. The author describes the organization, the experiences and results achieved by such a group of activists.

174. **Za mír /For Peace/**
Univerzitní zprávy, 1982, No. 2, pp. 1 – 2.

The article acquaints readers with resolutions which the staff and students of the Mathematics and Physics Faculty of the Charles University and the trade union members at the Pharmaceutical Faculty of the Charles University in Hradec Králové addressed to the Czechoslovak Peace Council. Both resolutions express a longing to live in peace; support is given to the peace iniciatives of the Soviet Union and the other socialist countries and the determination is expressed to actively contribute to securing peace on Earth on the basis of their own work.

175. **Aktuálny seminár pre vysokoškolákov /A Seminar for Students from Institutions of Higher Learning on a Timely Topic/**
Mír, 35, 1983, No. 6, p. 13.

Members of the chapter of the Czechoslovak Society for Technology and Science at the Mathematics and Physics Faculty of the Comenius University organized a seminar called The Consequences of a Global Nuclear War. The seminar provided participants

with new information and arguments for use in propaganda work among young people and the public in general, in the course of education for peace.

176. BRABCOVÁ, R.
Výchova k míru v přípravě učitelů /Education for Peace in Teacher Training/
Univerzitní zprávy, 1983, No. 4, pp. 14 – 18.

Information on a seminar called Soviet Peace Policy and Education for Peace and Disarmaments, for Mutual Cooperation and Understanding among Nations in Teacher Training, which was organized by the Pedagogical Faculty of the Charles University in cooperation with the trade union committee and the Central Club of the Trade Union of Employees in Education and Science, within the framework of the celebrations of the 65th anniversary of the Great October Socialist Revolution and the 60th anniversary of the founding of the USSR. The purpose of the seminar was to show how education for peace can be integrated into the subject – matter of individual teaching subjects taught in the course of teacher training and how this education can be implemented in a most effective manner, as well as how a unified system of this education can be formed in teacher training at the Charles University.

177. **Brannou výchovou k míru** /Through Defence Education Towards Peace/
Tvorba, 1983, No. 49, p. 1.

Information on the VIIth Congress of the Union for Cooperation with the Army, where Alois Indra, member of the presidium of the Central Committee of the Communist Party of Czechoslovakia and chairman of the Federal National Assembly, among others said: Defence education in a socialist society has nothing to do with militarism since its pupose and content strive for the opposite; defence education is a part of the peace policy of our country and its allies, the purpose of which it is to prepare for the defence of our state independence, the revolutionary achievements of socialism and the fulfillment of obligations towards our allies.

178. CIPRO, M.
Mezinárodní konference o výchově dospělých /An International Conference on Adult Education/
Pedagogika, 33, 1983, No. 5, pp. 603 – 610.

A report on a conference organized by the International Council for Adult Education, which was held in Paris from October 25th to 29th, 1982. Among the papers presented to the Congress was also one by Helena Kekkonen called Education for Peace. It strived to arouse educators to a more active struggle for peace, i. e. towards such education which would not only provide information, but would also arouse a feeling

of responsibility and the resolution to take action aimed at maintaining peace throughout the world.

179. ČEPIČKA, K.
Ještě lépe, účinněji / Let Us Strive for Better, More Effective Results/
Učitelské noviny, 33, 1983, No. 27, p. 1, 6.

The deputy minister of education in the Czech Socialist Republic, in a speech made at the conclusion of the school year, among others said that each educator should be a specialist, a convinced internationalist and be active in the struggle for the great ideals of socialism. He must convince young people to be active in the building of socialism and in the peace struggle. He also stressed that defence education, by its significance and content, is antimilitaristic and represents education for peace throughout the world and for peaceful coexistence.

180. ČERNOCH, F.
Zapalte ohně na horách / Light the Fires on the Mountains/
Tělesná výchova mládeže, 50, 1983, No. 2, pp. 49–52.

A competition in art and technical activities of pupils and teachers concerns defence motives; it is a specific supplement to other competitions in defence versatility. During the past year it had the same theme as the World Assembly for Peace and Life, Against Nuclear War. It expressed the attitude of youth and teachers towards the struggle for maintaining peace.

181. ČIRLIČ, J.
Výchova mladé generace v boji za mír / The Education of the Young Generation in the Struggle for Peace/
Socialistická škola, 24, 1983–1984, No. 2, pp. 51–52.

Comments on the education of the young generation in the contemporary world, which is struggling for peace.

182. FIŠER, J.
Za život v míru / For a Life in Peace/
Tvorba, 1983, No. 22, p. 2.

Professor Jiří Fišer here answers questions given to him by the journal Tvorba concerning one of the important dialogues to be held at the World Assembly for Peace in Prague called Education for Peace and the Prevention of War. An international steering committee assessed the iniciative received from various peace groups and anti–war organizations and decided to formulate the following problems as topics for discussion:

The function of the family in education for peace; The content of education for peace in various teaching subjects taught in various school systems; The peaceful educational content and purpose of children's games and toys; Leisure time and the education of the young generation for peace; The influence and impact of the mass communication media in education for peace; Peace activities as a form of education for peace; The personality and qualification of teachers and educators in education for peace and the prevention of war.

183. HAVLÍN, J.
Péče o vzdělanost lidu /Attention to the Education of the People/
Učitelské noviny, 34, 1983, No. 13, pp. 1, 4 and 5.

The article stresses the importance of the World Assembly for Peace and Life, Against Nuclear War, which can be fully utilized for the purpose of educational work among young people. In implementing communist education young people should be led to a unity of opinons, to an innermost conviction concerning the necessity of peace and against war. In educating the young generation special attention should be devoted to the problems of the struggle for peace and against the dangers of war.

184. **História a súčasnosť československého mierového hnutia** /The History and Present of the Czechoslovak Peace Movement/ – written by J. Duračinský
Mír, 35, 1983, No. 5, pp. 1 – 32 of appendix.

An integrating survey of the development of the Czechoslovak peace movement – its history, as well as present. One chapter deals with educational work among youth; the Czechoslovak peace movement considers this education of the young generation to be one of its main tasks. In this educational process it cooperates with the bodies of the Socialist Union of Youth and other organizations which are members of the National Front.

185. **Hlasy pro mír** / Voices for Peace/
An interview with the Rector of the Charles University in Prague, Zdeněk Češka, corresponding member of the Czechoslovak Academy of Sciences.
Univerzitní zprávy, 1983, No. 1, pp. 94 – 97.

In the interview, Rector Češka answered the following questions: What significance do you attach to education for peace and disarmaments? What do you consider to be the most effective medium of this education? The interview was done by one of the editors of the journal Učitelské noviny.

186. HRUBÝ, J.
Výchovou k mieru i zodpovednosti / Education for Peace and Responsibility/

Učitelské noviny, 33, 1983, No. 18, p. 1.

The article shows that as far as children and youth are concerned, all organizations and institutions which participate in their education and strive for their correct political orientation and acceptance of responsibility for socialism, peace and progress, should seek such forms of supervision which are attractive and natural in relation to the mental development of the relevant age group.

187. HUŤKA, J.
XXIII. festival filmů pro děti – Gottwaldov 1983 /The XXIIIrd Festival of Films for Children at Gottwaldov in 1983/
Zpravodaj České mírové rady, 1983, No. 3, pp. 54–55.

The article provides information about the festival, whose central motto was „Peace to All Children on Earth". The festival contributed to the promotion of the ideas of peace and extending cooperation with foreign cinematographies in the important area of educating and influencing children and young people.

188. CHALOUPKA, O.
Formování mladého čtenáře /The Forming of Young Readers/
Tribuna, 1983, No. 11, pp. 10–11.

A chapter dealing with the future of the socialist concept of literature and reading for children stresses the fact that one of the characteristics of socialist literature for children concerns interpersonal relations. Its basic principle is a respect for human beings, the creation of harmonious relations which are connected with the socialization of the child and the rejection of such morally negative traits as violence, cruelty, egoism, ruthlessness, etc. These basic characteristics of socialist children's literature lead to a humane and positive development of the personality, and in literature for older children they naturally and organically continue in the forming of ideologically clearcut attitudes and solutions in the worldview education of the child and his moral, ideological and political stands, concerning for instance problems of war and peace, patriotism, internationalism, etc.

189. **Informace o průběhu a závěrech světového shromáždění za mír a život proti jaderné válce** /21.–26.6.1983/
/Information on the Course and Conclusions of the World Assembly for Peace and Life, Against Nuclear War /21st–26th June, 1983/
Zpravodaj České mírové rady, 1983, No. 2, pp. 1–27.

One of the subjects of dialogues at the Assembly will be Education for Peace and the Prevention of War. It was stressed that the educational process should not only be on the agenda of educational institutions, but all of society. The content of education for peace should be an understanding of the need for peace and disarmaments.

190. **Jak se připravujete na Světové Shromáždění za mír a život, proti jaderné válce? /How are you Preparing for the World Assembly for Peace and Life, Against Nuclear War?/**
Mír, 35, 1983, No. 2, p. 11.

An interview with a representative of the Regional Peace Council in the North Bohemian Region, V. Novák, about preparations for the Prague assembly. V. Novák stressed that a number of specific tasks aim at developing work and civic activities and worldview educational activities, where special stress is placed on work among youth.

191. KADLEC, O.
Hudba v boji za mír /Music in the Struggle for Peace/
Estetická výchova, 24, 1983–1984, No. 1, pp. 9–10.

The author enumerates anti–war themes found in Czech music in the past and present. He also includes a list of compositions which are suitable for musical education in school from this point of view.

192. KAŠPAR, V.
Hledáme nové formy / We Seek New Forms/
Mír, 35, 1983, No. 1, pp. 13–14.

An article about the activities of the Peace Council in Prague 7, which also include the education of youth. For instance a reverent trip to Lidice was organized for young people, which was made possible due to a financial contribution made by peace movement bodies.

At the occasion if International Children's Day children received as a special gift a „Peace Trip through Prague". Another annual competition called „Children, Peace and Art" was also organized, as well as other activities which contribute to the implementation of education for peace.

193. KLIKA, E.
Ideje soužití /The Ideas of Coexistence/
Učitelské noviny, 33, 1983, No. 23, p. 1.

Within the framework of the World Assembly for Peace and Life, Against Nuclear War, a seminar will be organized for the interest group of educators called Colloquium of Educators for Peace and Life, Against Nuclear War. Outstanding educators from a number of countries will exchange experiences on education for international cooperation and understanding, education for peace, respect for human rights and basic freedoms and education for disarmaments. Educators have an important role to play in the struggle against the danger of war in view of their role in the teaching and educational process and in society in general. The Charles University, together with UNESCO and

the Czechoslovak Commission for Cooperation with UNESCO, is preparing this important event from the point of view of content and organization. The Colloquium will concentrate on four groups of problems, the first of which is education for peace. Here an assesment will be made concerning endeavours in education for international cooperation, understanding among nations, for peace, in education concerning civil rights and basic freedoms, as well as education for disarmaments and striving for the creation of an atmosphere of security. Representatives of Czechoslovak educators will meet with teachers from various countries of the world and point out that education for peace and disarmaments in Czechoslovakia has optimum conditions, which are the outcome, among others, of the fact that our legal system forbids the promotion of violence, wars, militarism, racism, fascism, the spreading of hatred among nations and ideologies leading to the suppression of other nations.

194. KUNZ, O.

Účast pracovníků právnické fakulty UK na Světovém shromáždění za mír a život, proti jaderné válce. /The Participation of Members of the Staff from the Law Faculty of the Charles University in the World Assembly for Peace and Life, Against Nuclear War./ Universitní zprávy, 1983, No. 1, pp. 4–6.

Members of the staff of the Law Faculty of the Charles University participated in the work of the Assembly in various capacities. They were first of all responsible for Dialogue No. 5, which was devoted to the role of the United Nations in dealing with problems of peace and disarmaments. They also participated in the preparations and deliberations of interest groups and contributed to the preparation of a meeting of teachers and educators. In the framework of this encounter the following problems connected with teaching about peace, were discussed: methods and organizational structures required by education for peace, the role and responsibility of teachers, scientists and students in education for peace and instruction on the subjects of the mutual interdependency which exists between disarmaments, human rights, basic freedoms, social and economic development and the availability of information.

195. MÁCHOVÁ, M.

Hnutie za mier je hnutím za život /The Movement for Peace is a Movement for Life/ Učiteľské noviny, 33, 1983, No. 47, pp. 1–2.

In October 1983 the Central Committee of the Trade Union of Employees in Education and Science was the host of a meeting of the ad hoc group for education for peace and disarmaments of the Trade Union International for Education /FISE/. The Secretary General of the FISE, Daniel Retturean in an interview said that education for peace and disarmaments should penetrate the spirit of the whole educational process; young people should become aware of the danger which threatens so that they become aware of their personal responsibility in the struggle for peace and participate in all activities

which contribute to the defence of peace. In conclusion the author summarizes the content of an appeal which the participants approved at the close of the two day meeting.

196. **Milujeme život – proto bránme mír! Soutěž „Děti, mír a umění" vstupuje do XV. ročníku /We Love Life – Therefore Let Us Defend Peace! The Competition „Children, Peace and Art" is Entering its 15th Year/**
Mír, 35, 1983, No. 9, pp. 12–13.

Since 1969 the competition „Children, Peace and Art" has been organized annually and has become one of the most popular and large-scale competitions for young people. 650 thousand children participated in the 14th year of the competition. A great advantage of this competition is its clearly political motivation; every year it includes knowledge of important political and social events and anniversaries which are connected with the struggle of nations for peace and social progress. Hence also the motto of the 14th competition was „People, Struggle for Peace – We Children Shall Help You" and the competition was a contribution, by children, to the World Assembly for Peace and Life, Against Nuclear War. The next, 15th year, will have the motto „We Love Life, Therefore Let Us Defend Peace" – which is fully in agreement with the documents of the World Assembly, which the young generation wants to help implement.

197. **Mírová poselství. Co řekli delegáti-učitelé pražskému shromáždění /A Message of Peace. The Opinions of Delegates who are Teachers Concerning the Prague Assembly/**
Učitelské noviny, 33, 1983, No. 29, p. 8.

Reporter Zora Stejskalová interviewed delegates to the World Assembly for Peace and Life, Against Nuclear War who are educators. She found that they consider their most important task to be the education of the young generation for the defence of peace.

198. **Mírový mítink mladých / A Peace Meeting of Young People/**
Mír, 35, 1983, No. 6, p. 13.

At the occasion of the anniversary of the first space flight by a human – Y. A. Gagarin – a meeting of young people who are apprentices in the building trades was held at Zelený pruh in Prague 4. Participants heard various texts and poems and then one of the participants of the „Peace Expedition", V. Hunák, told of the trip made by the sailboat „Peace"; he also described how young people in the Federal Republic of Germany, the Netherlands and France struggle not only against unemployment, but also against the arming of Europe with nuclear weapons and for the defence of peace.

199. MUDROCH, J.

Za život v míru /For a Life in Peace/
Tvorba, 1983, No. 23, p. 1.

The article deals with the preparations for the World Assembly for Peace and Life, Against Nuclear War which will be held in Prague. It stresses, among others, that one of the main objectives of the United Nations is general and total disarmament and one of the most important tasks of UNESCO is education for peace and disarmaments.

200. NĚMEC, B.

Výchova nestrpí formalismus /Education Will Not Suffer Formalism/
Tribuna, 1983, No. 8, pp. 4–5.

Worldview, moral and work education in the course of building a developed socialist society and under conditions of the fierce struggle of two contradictory social systems has an important place in influencing and convincing each person. The process of socialist education is also closely connected with consequential class approaches towards real socialism and understanding its role in the struggle for peace and peaceful coexistence.

201. **Nový kurs postgraduálního studia na FŽ UK /A New Post–Graduate Course at the Journalism Faculty of the Charles University/**
Univerzitní zprávy, 1983, No. 9, p. 31.

Brief information about a new post–graduate course organized by the Journalism Faculty of the Charles University which will be devoted to the promotion of the peace policy of the socialist countries.

202. **O míru a výchově**
Učitelské noviny, 33, 1983, No. 39, p. 2.

On October 31st to November 3rd a conference of the Ministers of Education of the socialist countries met in Havana, Cuba. Among others, the importance of the school system, as well as the family, were stressed for the education of the young generation in the spirit of the struggle for peace. The final communiqué stresses that the aim of socialist school is to educate boys and girls as faithful defenders and guardians of peace, democracy and social development, to educate them according to the principles of communist humanism and ethics, proletarian and socialist internationalism, national sovereignty and national traditions.

203. **Pro novou epochu. Ze závěrečného vystoupení náměstkyně ministra školství SSR Marty Vlačihové na Pulnických dnech /For a New Epoch. From the Closing Address of the Deputy Minister of Education of the Slovak Socialist Republic Marta Vlačihová at the Fulnek Symposium/**

Učitelské noviny, 33, 1983, No. 29, p. 7.

The Deputy Minister of Education of the Slovak Socialist Republic, Marta Vlačihoví, among others, stressed that the demands, problems and newly defined tasks of building a developed socialist society, as well as the threat of a world nuclear war catastrophe force us to increase the demands made upon day – to – day educational work.

204. **Prohlášení šesté plenární schůze výboru Odborového svazu pracovníků školství a vědy** /Proclamation of the Sixth Plenary Session of the Czech Committee of the Trade Union of Employees in Education and Science/
Učitelské noviny, 33, 1983, No. 42, p. 2.

The participants in the meeting take a positive stand on the policy of the Soviet Union, as well as all the positive suggestions submitted at present by the representatives of the USSR at various international forums. The young generation can be reared and educated only in peace. In conclusion the proclamation states: „With our honest day – to – day work we wish to contribute to the education of the young generation for peace and for the utilization of scientific knowledge to the advantage of the further peaceful development of society. We welcome the decision of the United Nations to proclaim 1986 as the „International Year of Peace".

205. **Prohlášení účastníků XI. ročníku Fulnecký dnů J. A. Komenského** /A Proclamation Made by the Participants of the XIth J. A. Comenius Symposium at Fulnek/
Socialistická škola, 24, 1983 – 1984, No. 1, pp. 2.

The proclamation states that educators can educate and teach our youth only under conditions of peace. For this reason they identify with the endeavours of the Soviet Union for averting war. The Appeal of the World Assembly for Peace and Life, Against Nuclear War is for all educators the most beautiful program for their educational work.

206. **Přístup mírových rad v Jihomoravském kraji k mírové práci mezi mládeží** /The Approach Taken by Peace Councils in the South Moravian Region To Peace Work Among Young People/
Zpravodaj České mírové rady, 1983, No. 3, pp. 61 – 65.

Several examples are cited of educational activities for peace among young people in the South Moravian region.

207. **Rezoluce proti nukleární hrozbě** /A Resolution Against Nuclear Threat/
Učitelské noviny, 33, 1983, No. 37, p. 1.

A proclamation made by a state – wide meeting of Party, government, trade union and youth union officers at universities and other institutions of higher learning in

Czechoslovakia who have joined the unified voices and the struggle of peace loving forces throughout the world for maintaining peace on Earth. The proclamation states: We declare that we shall exert our maximum efforts to contribute, through our educational, theoretical and scientific research work to the development and strengthening of our socialist commonwealth and thus to the strengthening of world peace. We declare that we shall prepare our young generation for life and work in peace and for the defence of peace.

208. REŽŇÁKOVÁ, E.
I naše děti chtějí mír /Also Our Children Want Peace/
Mír, 35, 1983, No. 2, p. 14.

A report on the activities of a Young Pioneer group in the town of Chropyně, which has the honorary name of „Peace Defenders". In 1982 a new group of „Young Defenders of Peace" was founded, which is led by soldiers from a local garrison. Among others, the Young Pioneers contributed to the Peace and Solidarity Fund of the National Front and participated in the annual competition „Children, Peace and Art".

209. **Sborník dokumentů Světového shromáždění za mír a život, proti jaderné válce /Praha, 21.–26.6.1983/**
/Collection of Documents from the World Assembly for Peace and Life, Against Nuclear War / Prague, June 21st – 26th, 1983/
Mír, 35, 1983, No. 9, appendix pp. 1 – 32.

A summary of the final reports on the deliberations of 11 Dialogues also includes Dialogue no. 11: Education for Peace and Averting War. The discussion dealt with one main topic and 4 auxiliary topics /1. education for peace in the educational system; 2. the significance of the mass communication media for gaining the support of public opinion for peace and disarmaments; 3. the social environment and the education of children in the spirit of peace; 4. the peace movement and its educational function/. Participants especially stressed that on an international scale, as well as within the framework of individual countries we should strive to implement the recommendations of UNESCO and the United Nations for education for peace, international understanding and human rights. It is especially important to develop educational work by showing the causes and consequences of war and at the same time influence governments, educational institutions and the mass communication media to make possible the implementation of these recommendations. Education for peace should be developed not only through educational and cultural institutions, but also in society as whole, through the mass media, publications, peace movement activities and the activities of the movement for peace education, as well as in families, trade unions and social organizations which have an influence upon society. Hence education for peace is above all a political problem, before it can become an educational problem.

210. SNÍTIL, Z.
Historie a výchova člověka /The History and Education of Man/
Tribuna, 1983, No. 9, pp. 22–23.

The education of man in a socialist society requires, that people find a correct orientation in complex international affairs. A chapter called „The Victory of Communism is Necessary" shows that imperialism has been historically overcome, that it is in its dying stage and that in its essence, imperialist policy is anti–humanitarian and against peace.

211. STEJSKALOVÁ, K.
Mírová tematika ve slovní zásobě při výuce ruštiny /Topics Concerning Peace in the Vocabulary of Russian Instruction/
Ruský jazyk, 34, 1983, No. 1, pp. 32–33.

Russian language instructions is being brough up to date, in connection with the World Assembly for Peace and Life, Against Nuclear War which will be held in Prague in 1983. The author provides a vocabulary which can be used to translate part of the text of the Appeal of the World Peace Council from December 2nd, 1982 and the Political Declaration of the Warsaw Pact Countries from January 5th, 1983.

212. **Studenti podporují světové shromáždění za mír a život, proti jaderné válce** /Students Support the World Assembly for Peace and Life, Against War/
Mír, 35, 1983, No. 3, p. 8.

On January 22nd to 24th, 1983 a special session of the Executive Committee of the International Union of Students was held in Athens; representatives of more than one hundred student organizations from 60 different countries throughout the world accepted an appeal called „Students for Peace and Life, Against Nuclear War". The appeal addresses students throughout the world with a program of common activities against the placing of new American nuclear medium range missles in Europe. The appeal at the same time calls upon more intensive multilateral action against the danger of war.

213. ŠTĚPÁN, M.
Být aktivní dnes /To Be Active Now/
Otázky míru a socialismu, 1983, No. 8, pp. 73–77. Lit. 7.

The author is the president of the International Union of Students; in this important article he deals with how the existing socio–political process is reflected in the minds of students and in the IUS. The IUS Charter includes the following: „We, the students of the world, faithful to the heritage of the best among us who died in the struggle of democratic nations for freedom, and led by a longing for freedom, peace and progress,

are determined to build a new world." For almost 4 decades the IUS has been faithful to this oath and has thoroughly implemented it. The main characteristic of the student movement at present is the fact that it is increasingly aware that the realistic defence of the right to education and a dignified place in life can only be achieved in peace, with a lessening of international tension and disarmaments. The IUS concentrates its activities on problems connected with the school system, education and culture, as well as social problems; it also participates in UNESCO activities and the activities of the UNO Economic and Social Council, where it has advisory status. The basis of the day–to–day activities of the IUS is the active participation in the offensive launched by the general front of peaceful endeavours.

214. TOMÁŠEK, M.
Oslavy Mezinárodního dne studentstva /Celebrations of International Students Day/
Univerzitní zprávy, 1983, No. 5, pp. 30–35.

The Faculty Organization of the Socialist Union of Youth and its Trade Union Committee at the Philosophical Faculty of the Charles University in Prague organized a festive concert at the occasion of 17th November. In the openning address, deputy dean of the ac faculty, František Hájek stress that our aim is not only peace for a single generation, but for all generations, which will come after us and in this light the question of what we have done for the education of students for a life in peace becomes more relevant.

215. TRÁVNÍČEK, T.
Mírové hnutí a mladá generace /The Peace Movement and the Young Generation/
Pedagogika, 33, 1983, No. 2, pp. 131–133.

The article stresses that the education of the young generation for active participation in the struggle for maintaining and securing peace is a process and an integral part of the general socialist education of young people in which also the family, schools and all of society participate.

216. **Trvalý úkol – výchova k míru** /Education for Peace – a Permanent Task/
Mír, 35, 1983, No. 10, p. 13.

On the basis of long–term successful cooperation and in agreement with the conclusions of the Prague World Assembly for Peace and Life, Against Nuclear War concerning problems of education for peace, an agreement on cooperation between the Ministry of Education of the Czech Socialist Republic and the Czech Peace Council was signed on August 25th 1983. The agreement was signed by the Minister of Education of the Czech Socialist Republic, M. Vondruška and the chairman of the Czech Peace Council, A. Stejskal. The basic purpose of the document is to extend the mutual exchange of in-

formation concerning the main groups of activities in the struggle for peace and to increase the effectiveness of education for peace in the area of teaching and education. Specific approaches for the implementation of these goals were set, which concern extending those parts of teaching syllabi used in schools which concern the peace movement and bringing them up to date, extending the curriculum of teacher training schools so that students at these institutions of higher learning become more aware of current problems connected with the struggle for peace, especially within the framework of the teaching subject Marxism – Leninism and all components of communist education, as well as the activation of research dealing with problems of maintaining peace and the world peace movement. The content of this agreement provides good conditions for the further development of peace work in education and the school system. It is also fully in accord with the conclusions of the dialogue „Education for Peace and Averting War" and the interst group of those who work in teaching and education which met at the World Assembly for Peace and Life, Against Nuclear War.

217. **Ve jménu života. Rozhovor s rektorem Univerzity Karlovy Zdeňkem Čeňkou, členem korespondentem ČSAV** /In the Name of Life. An Interview with the Rector of the Charles University Zdeněk Čeňka, Corresponding Member of the Czechoslovak Academy of Sciences/ – interview by J. Savická
Učitelské noviny, 33, 1983, No. 24, pp. 1 and 10.

This interview with one of the foremost representatives of the Czechoslovak peace movement concentrates on problems of education and how young people should be influenced to carry on the everyday struggle for peace. The Rector of the Charles University stressed the huge importance of education for peace and disarmaments, as well as the important role played by the Charles University in this great striving for peaceful understanding and cooperation among nations. Problems of education for peace and disarmaments have been a focus of interest of the public throughout the world for a number of years; also international organizations like UNESCO have been devoting their attention to this problem. A meeting of educators which will be organized within the framework of the World Assembly for Peace and Life, Against War, will continue in the work begun by the first meeting of specialists in this field.

218. VOBROVÁ, E.
Vychováváme mládež /We Educate Youth/
Mír, 35, 1983, No. 5, pp. 13–14.

The author describes positive experiences with education for peace among young people in the town of Most, which include participation of children in the competition „Children, Peace and Art"; children's paintings and drawings were exhibited at an International Conference to Commemorate the 50th Anniversary of the large strike at

Most. Also thematic trips are organized for children, for instance to Lidice or Terezín. Essentially there are inexhaustible numbers of possibilities for education for peace among young people.

219. **Výchovou k míru /Through Education Towards Peace/**
Mír, 35, 1983, No. 9, p. 3.

A interview by D. Houškové with Academician Jovan Čirlič, the Rector of the Engineering and Textiles College in Liberec. He stresses that education for peace should be undertaken from an earliest age. In kindergartens and later in the elementary classes of basic school children should learn, in an acceptable form, about nuclear arms, the danger of war and what could threaten their lives. Later they are able to understand essential aspects of the present world and the deeply humane nature of the policy persued by the Soviet Union and the other socialist countries. The Engineering and Textiles College in Liberec is also committed to the peace movement; for instance students gave 30 000 Kčs which they earned in voluntary work, to the Peace and Solidarity Fund of the Czechoslovak National Front. It should be stressed that for those who influence the young generation, education for peace is a moral imperative.

220. **Výzva delegátů konference ministrů školství, konané na Kubě, všem učitelům světa /An Appeal by the Delegates to a Conference of Ministers of Education, Held on Cuba, to All Teachers Throughout the World/**
Učitelské noviny, 33, 1983, No. 40, p. 2.

This extensive appeal points to the threat of war and the right of each person to a life in peace. The ministers of education express the opinion that the teaching and education of the young generation by its very nature are in direct contradiction to any activity which strives for the destruction of human civilization on Earth. The delegates condemned aggressive activities and war conflicts in the present world and called upon all mothers and fathers and all those who teach and educate the young generation to have a sense of responsibility for the fate of their children and for their education in the spirit of the struggle for freedom, justice, peace and social progress. The forces of peace are stronger than the forces of war.

221. **Za mír a život, proti jaderné válce /For Peace and Life, Against Nuclear War/**
Tělesná výchova mládeže, 49, 1983, No. 10, pp. 397–398.

An editorial devoted to the World Assembly for Peace and Life, Against Nuclear War. It stresses that also defence education has become education in the spirit of peace; defence education of school youth should be understood as a specific contribution to the struggle for peace and the building of peace.

222. ZIMOVÁ, J.
Mezhdunarodniye organizatsii /International Organizations/
Ruský jazyk, 34, 1983, No. 4, pp. 172 – 177.

This Russian language consultation cites, among others, also terms and excercises for learning a vocabulary on international coexistence, maintaining peace and international organizations which are concerned with peace and security.

223. BACHNÁR, A.
Vysoké nároky na mírovú propagandu /High Demands Made Upon Peace Propaganda/
Mír, 36, 1984, No. 2, p. 10.

The article sums up the findings of a questionnaire project organized by the Slovak Peace Council which concerned some aspects of peace propaganda. One of the questions in the questionnaire concerned peace propaganda among young people. It was confirmed that education for peace among young people is one of the primary concerns of peace councils; for instance all districts have hobby clubs of Young Builders of Peace not only in schools, but also in apprentice training centres and in factories.

224. CÍSAŘ, V.
Trvale pozitivní postoje /Permanently Positive Results/
Učitelské noviny, 34, 1984, No. 4, p. 83.

The author stresses that education for environmental conservation is closely linked to education for peace and disarmaments, to the struggle for peace. These educational aims should also influence the moral qualities of socialist people and their real humanitarianism. This ethic of a person's attitude towards the environment is becoming an indivisible part of a socialist way of life.

225. CHLUPÁČOVÁ, K.
K využití novinových textů pro výuku ruštiny /On the Utilization of Newspaper Articles for Learning Russian/
Ruský jazyk, 34, 1984, No. 5, pp. 216 – 220.

A vocabulary which also includes a number of terms which are connected with education of peace.

226. LADMANOVÁ, J. – KOVAŘOVICOVÁ, D.
Rozhlasové vysílání pro školní fonotéky – ruský jazyk pro 8. ročník základní školy /Radio Broadcasts for School Recording Collections – The Russian Language for the 8th Class of Basic School/
Ruský jazyk, 34, 1984, No. 6, pp. 271 – 272.

A composition written by a pupil in his Russian language class, at the occasion of the opening of the World Assembly for Peace and Life, Against Nuclear War, which was held in Prague in June 1983.

227. MACH, V.
Život je jen jeden /There is Only One Life/
Učitelské noviny, 34, 1984, No. 5, p. 8.

The term education for peace should be understood as concentrated and purposeful educational influencing with the aim of forming aware attitudes and activities of individuals and groups of people for maintaining peace in the world. The article describes specific opportunities for including education for peace into individual teaching subjects. In the Czechoslovak educational system education for peace penetrates the whole system of socialist education.

228. MACHOVCOVÁ, H.
Vychovávat budovatele a obránce /To Educate Builders and Defenders/
Učitelské noviny, 34, 1984, No. 1, pp. 1 and 9.

On December 9th, 1983 the sixth plenary session of the Central Committee of the Trade Union of Employees in Education and Science was held in Prague. The meeting assessed the contribution made by the Trade Union to the implementation of a document concerning the further development of the teaching and educational system. On the basis of education for peace it is possible to struggle against preparations for a nuclear catastrophe; the calling of the teacher is to contribute to strengthening peace by strengthening unity with trade unionists throughout the world.

229. **Očima školní mládeže** /Through the Eyes of Youth Attending Schools/
Otázky míru a socialismu, 1984, No. 1, p. 40.

The journal Život strany /The Life of the Party/, published by the Central Committee of the Communist Party of Czechoslovakia carried out a research project among pupils in 3 Czechoslovak schools. The respondents, aged 12 to 14, were asked the following questions: What in your opinion should be the characteristics of a member of the Communist Party? What do you consider the role of the Party in a socialist society to be? The pupils linked membership in the Party with the best human traits. Honesty, diligence, selflessness, modesty, courage and other characteristics which a member of the Party should have should serve above all the struggle for peace.

230. **Otevřeně o školní tělesné a branné výchově – rozhovor časopisu TVM s náměstkem ministra školství ČSR PhDr Karlem Čepičkou, CSc.** /Openly on School Physical and Defence Education – an Interview with the Deputy Minister of Education Dr. Karel Čepička/

Tělesná výchova mládeže, 50, 1984, No. 5, pp. 185–194.

In the interview, the deputy minister of education clearly explains that socialist defence education is not in contradiction with education for peace and peaceful coexistence.

231. PAŠKA, M.
Spomínáme na Lenina /We Remember Lenin/
Ruský jazyk, 34, 1984, No. 5, pp. 193–194.

The article, among others, stresses that mankind is indebted to Lenin for making the preservation of peace one of the most important problems of coexistence among nations.

232. **Ruský jazyk – jazyk míru a přátelství /Russian – the Language of Peace and Friendship/**
Ruský jazyk, 34, 1984, No. 6, pp. 241–243.

Information from a state-wide conference of teachers and school administrators concerning an increase in the effectiveness of Russian language teaching in basic and secondary schools, which was held in Bratislava on November 7th and 8th, 1983. In the conclusion of the conference the importance of the problems discussed, as well as the importance of further improving the quality of Russian language teaching were stressed in the context of the present endeavours to preserve peace.

233. SOJKA, V.
Mier – vec nás všetkých /Peace – of Concern to Us All/
Učitelské noviny, 34, 1984, No. 5, p. 1.

The most important global problems of mankind are the present threat to peace, to the environment and the production of basic foods and raw materials for the further development of industry. Their solution is impossible without international cooperation. The problem of war and peace under present conditions demonstrates this more clearly than the other global problems. The struggle for peace should be made use of in educating the young generation to become professionally and political mature builders of socialism and communism.

234. SOUKUP, V.
Bílý dům kontra UNESCO /The White House Versus UNESCO/
Tvorba, 1984, No. 6, p. 11.

The article comments the announcment made by the USA that it is leaving UNESCO, in spite of the fact that according to its Charter, UNESCO is indivisibly linked to the

ideals of peace and international cooperation. This organization, whose aim it is to strengthen peace and mutual understanding among nations, is founded on the extensive national and international potential of the world commonwealth of educators and all those who work in culture, art and science. For instance in the case of education, on the basis of a resolution from November 1974 „On Education in the Spirit of International Mutual Understanding, Cooperation and Peace and Respect for Human Rights and Basic Freedoms", the organization is striving in a specific manner to delete from textbooks such nationalistic ideas and themes, which lead to chauvinist and militaristic moods.

235. UNESCO slouží k zachování míru /UNESCO Serves to Preserve Peace/ – an interview with Ladislav Šmíd, secretary general of the Czechoslovak Commission for Cooperation with UNESCO.
Tvorba, 1984, No. 1, p. 6.

One of the generalized UNESCO programs is „Peace, International Understanding, Human Rights and the Rights of Nations" which the present international situation makes especially important. It imparts to cooperation in the fields of education, science and culture a higher purpose and serves above all for the preservation of peace and for international security.

Journals Processed After Dateline

236. ČEŠKA, Z.
Úvodní projev rektora University Karlovy /Introductory Speech by the Rector of the Charles University/
In: Universita Karlova a výchova k mezinárodnímu dorozumění, spolupráce a míru. Univerzitní zprávy, 1982, special issue, pp. 3–10.

This speech by the Rector of the Charles University was made at a scientific seminar devoted to problems of education for disarmaments and peace on June 10th, 1983. The tragedy of Lidice was recalled and the long-term tradition of the Charles University in the peace movement, as well as the great importance of education for peace and disarmament at present. Cooperation with UNESCO: the 19th General Conference which was held in 1976 already included some important formulations concerning disarmaments. Also at the General Assembly of the United Nations the demand that UNESCO „draw up a program for developing education for disarmaments as a specific area of study" was made. The organization of the Prague meeting was entrusted to the Charles University, which previously had developed its own iniciative in the area of cooperation in education among institutions of higher learning in Europe. The Prague meeting of specialists at the Charles University accepted a specific recommendation for the preparation of a congress, which also included for instance the suggestion that individual ne-

tional UNESCO commissions prepare reports not only about the situation in their countries in education for disarmaments at institutions of higher learning, but also in lower types of schools, including institutions which train teachers. The Prague seminar became a useful instrument for the preparation of the World Congress on Education for Disarmaments which was held in Paris in June 1980. The Charles University has taken a number of other steps for the defence and development of peaceful coexistence.

237. FAKTOROVÁ, L.

Problémy výchovy k míru a odzbrojení v učitelském vzdělávání /Problems of Education for Peace and Disarmaments in Teacher Training/

In: Universita Karlova a výchova k mezinárodnímu porozumění, spolupráci a míru. Univerzitní zprávy, 1982, special issue, pp. 18–26.

Among the basic characteristics of our teaching and educational policy is active work for peace and disarmaments. Our teachers recieved with gratefulness the UNESCO recommendations concerning education for international understanding, cooperation and peace, as well as education on basic human rights and basic freedoms. The article devotes special attention to the problem of how education for peace and disarmaments is integrated into individual teaching subjects in the teacher training curriculum – for instance into the subjects defence education, chemistry, languages, musical education, visual art education, etc. Almost every topic in the teaching syllabi of basic teaching subjects provides opportunities for the educational utilization and rational understanding of the laws of social development. In the whole system of education for peace and disarmaments we specifically strive for achieving in future teachers an awareness of the seriousness of the international political situation and an understanding that they themselves must be capable of explaining why this is so. Future teachers should be educated so as to be able to explain to their future pupils and students in an adequate form and with adequate methods the basic problems of education for peace and disarmaments; in this way they will be able to positively influence their opinions and attitudes. Teachers at institutions of higher learning must constantly devote attention to seeking the most effective forms and methods of education for peace and for this the experiences of the Soviet Union and the other socialist countries should be made maximum use of.

238. FAKTOROVÁ, L.

Světové shromáždění za mír a život, proti jaderné válce /The World Assembly for Peace and Life, Against Nuclear War/

Společenské vědy ve škole, 40, 1983–1984, No. 4, pp. 90–99.

At the World Assembly for Peace and Life, Against Nuclear War, which was held in Prague from June 21st to 26th, 1983, one of the topics dealt with by the 11 different

interest groups was Education for Peace and Averting War. Several groups of problems were the subject of discussion, one of them was education for peace in the educational system. The representative of UNESCO, M. Kabačenko, submitted basic documents developed by UNESCO on education for peace. A number of those who participated in the discussion recommended the inclusion of topics concerning peace into all subjects in the curriculum; the great importance of history in education for peace was stressed in this context. In the final report a number of recommendations are cited for various types of schools and educational facilities, as well as for the mass communication media. The Charles University had been entrusted with preparing the discussions of the interest group of those working in education; 3 groups of problems were the subject of discussion: 1/ The role and responsibility of teachers, pupils and students in education for peace; 2/ Methods and organizational structures used in education for peace; 3/ Explanations concerning the mutual linkage between disarmaments, human rights, basic freedoms, social and political developments and the availability of information. In the final report of the interest group of educators a number of demands and recommendations are cited, which will serve to support education for peace and disarmaments in various countries. Education for peace and disarmaments and for mutual cooperation and understanding among nations is also the basic characteristic of the Czechoslovak teaching and educational system, and it is implemented in all types and levels of schools.

239. FAKTOROVÁ, L.

Výchova k mezinárodnímu porozumění a míru /Education for International Understanding, Cooperation and Peace/

Společenské vědy ve škole, 40, 1983–1984, No. 9.

240. HENDRICH, J.

Poslání výuky ruštiné a dalším cizím jazykům ve výchově k míru a k mezinárodní spolupráci /The Calling of Teaching Russian and Other Foreign Languages in Education for Peace and International Cooperation/

In: Univerzita Karlova a výchova k mezinárodnímu porozumění, spolupráci a míru. Univerzitní zprávy, 1982, special issue, pp. 44–47.

Also the teaching of foreign languages has its educational purpose in spreading ideas of peace; they influence the pupil or student in a spirit of understanding among nations and bringing various nations together. They contribute to a deeper understanding of relations among nations and support the idea of international cooperation and solidarity with progressive forces throughout the world. The contribution of the Charles University in this educational activity is above all in the education and training of teachers and also in their further education. As far as the dissemination and strengthening of the ideas of peaceful coexistence and cooperation among nations are concerned the Charles University in its educational work also participates in the educational activities of UNESCO.

241. MACEK, Z.

Odpovědnost školy a učitele při výchově mladé generace v duchu míru, odzbrojení a uvolnění mezinárodního napětí /The Responsibility of Schools and Teachers in the Education of the Young Generation in the Spirit of Peace, Disarmaments and the Lessening of International Tension/.

In: Univerzita Karlova a výchova k mezinárodnímu dorozumění, spolupráci a míru. Univerzitní zprávy, 1982, special issue, pp. 48–52.

The article contains a report on the experimental teaching of the subject Education for Peace and International Cooperation at the Pedagogical Faculty in Plzeň in the school year 1981–1982, which was carried out on the basis of a decision by UNESCO. Part of the experiment was the teaching of a special course, Education for Peace, which was approached in an interdisciplinary manner. The focus of attention of the course were problems of disarmaments as a form of implementing agreements on international security and peace and as a necessary prerequisite for solving the global problems of mankind. The concept of the course Education for Peace does not reduce problems of peace only to the absence of war, but approaches peace in a constructive manner, as a just peace, which is at the same time creative and democratic. The main idea of course was to increase the amount of informantion students have concerning the most important problems of the present, their solutions which are connected with the very existence and future of mankind and also to methodologically prepare students for the spreading of the ideas of peace and peaceful coexistence among countries with different social systems in practical teaching. The experimental course also discussed the role of science and technology in the development of society and their misuse as well as importance when used for peace and progress; it also described the concept of pesceful coexistence and cooperation among countries and nations in the course of the development of mankind, the role and unity represented by the United Nations and its strivings to maintain peace, as well as the peaceful strivings of the Soviet Union and the countries of the socialist commonwealth.

242. ROUČKA, B.

Význam výchovy k míru na právnických fakultách /The Significance of Education for Peace at Law Faculties/

In: Univerzita Karlova a výchova k mezinárodnímu dorozumění, spolupráci a míru. Univerzitní zprávy, 1982, special issue, pp. 40–42.

Education for peace has its irreplacable position in the educational process at all Czechoslovak institutions of higher learning and above all at Law Faculties. The principle of defending peace is one of the guiding principles of the whole Czechoslovak legal system. Logically, the focus of attention in educating future law graduates towards the defence of peace and furthering all forms of international cooperation among countries with different social and government systems are courses in International Public Law

and International Private Law. Also in teaching the Czechoslovak legeal system, special attention is paid to those laws which directly deal with the defence of peace and with Czechoslovak obligations to actively contribute to the preservation of peace; the fact that non-adherence to these laws is punishable is stressed. All law graduates should thus actively contribute to achieving such a degree of political maturity in the international community, which will become a guarantee of peace and the general progress of mankind.

243. SOJÁK, V.

Současné aspekty mezinárodního vývoje a výchova k míru /Contemporary Aspects of International Developments and Education for Peace/

In: Univerzita Karlova a výchova k mezinárodnímu dorozumění, spolupráci a míru. Univerzitní zprávy, 1982, special issue, pp. 11-17.

Education for peace should be understood in a compex manner in all areas of the life of our society – thus also at institutions of higher learning, and within their framework also at the Charles University. At present problems of peace and education for peace have become more pressing and have achieved new dimensions. In education for peace we stress on the one hand those dangerous international aspects which threaten the world with war and on the other hand the dialectics of international relations which allow us to discern the growth and increased influence of peace forces throughout the world. Education for peace at the University is reflected in all teaching subjects, in harmony with their specific purpose and the opportunities, which they provide. Education for socialist patriotism, for understanding the peaceful foreign policy of the Czechoslovak government, as well as the peace policy of the whole socialist commonwealth are linked to education for peace in an absolute manner.